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JOHN G. HOLMGREN Editor

> **BEVAN JONES** Art Editor

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Nation-Wide Amateur Athletics

Volume XXXI

Number 1

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# from here and there

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JACK CURTICE, the University of Utah's new head football coach, led his former team, Texas Western, to the nation's ground-gaining leadership two years in a row and to fourth in total offense last year. Jack was born in Canada but went to high school in Louisville and played on the mythical national championship high school football team in 1925. In 1928 he set the TD pass record of 28 which stood as a national mark for many years. He began coaching at Transylvania and followed up with berths at West Texas State and Texas Western before signing at Utah this summer. He assisted Frank Leahy in coaching the College All-Stars to a 16-0 win over the Chicago Bears in 1947. He also coached the Southwest All-Stars to a 39-0 victory over St. Mary's. . . . Four former Marquette University athletes are now coaching in the mid-West. Karl Plath, varsity quarterback for four seasons, is the new head football coach at Evanston, Illinois, High School. Ralph McClone, football and basketball squad member, is coach of all sports at St. Mary's High School, Menasha, Wisconsin. Al Skat, basketball star, is now basketball coach and assistant football coach at St. Norbert's College, West De Pere, Wisconsin. Allan Molgaard, varsity tackle from 1946-49, is assistant football coach at Rockhurst High School, Kansas City, Missouri. . . . New Mexico A. & M. has appointed James M. Patton as assistant football coach to head coach Vaughn Corley.

Purdue University, journeyed to Finland this summer to make a special study of long distance running training techniques. . . . Penn State will field a freshman football team in 1950 for the first time since 1941. Earl Bruce, former California State Teachers College coach, will direct the plebes. . . . In his first year as coach of baseball at the University of Arizona, Frank Sancet directed his team to 22 wins, two defeats and one tie. . . . Elmer Engel, most valuable football player at Illinois in 1942 and

coach of the junior-varsity since 1947, resigned to become head coach at Bay City, Michigan, High School. . . . Ray Eliot will be the principal speaker at the Fourth Annual Coaches' Clinic in Coatesville, Pa., next Feb. 19-22. . . . The Eighteenth Annual Survey of Football Fatalities is now ready. Requests for copies will be filled. Write to D. O. McLaughry, American Football Coaches Association, Dartmouth College, Hanover, New Hampshire.

THE 180-yard low hurdle race re-placed the 200-yard event in Oklahoma high school competition for the 1950 season. . . . Phil Sarboe, former football coach at Washington State College, and Art McLarney, former baseball and basketball coach at the same school, both played baseball on Coach Buck Bailey's 1932 nine. Sarboe was third baseman and McLarney was shortstop. . . . Don Rossi, former director of physical training at the Army Air Force Pre-Flight School at San Antonio, has been appointed to the promotion staff of A. G. Spalding & Bros. . . . John E. Sipos, formerly athletic director at Hancock, New York, High School, has accepted a position as head basketball coach and backfield coach at Huntington, Long Island, High School. His cage teams won 70 per cent of their games in the past seven years. . . . Wayne University's football coach, Lou Zarza, was a little peeved when one of his best fullbacks, Wes Carlos, showed up an hour late for the varsity-old timer game. Lou forgave the lad, though, when he found out that Carlos had just become the father of a baby girl. . . . Perry Moss, former University of Illinois quarterback, has joined the staff of the University of Washington as backfield coach of freshman. . . . Bill Heiss, former head football coach at Adams State College, Alamosa, Colorado, is now head coach at St. Cloud, Minnesota, Teachers College. . . . Merle Schlosser. another grid letterman from Illinois, is the new football coach at Geneseo, Illinois, High School.

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# **Conditioning the Knee** To Avoid Injury

By ROBERT GRIFFIN Line Coach, Florida A. & M. College

ANY young football players have been seriously held back after suffering knee injuries. All coaches should be mindful of the fact that much progress has been made in restoring injured knees to normal through surgery and modern rehabilitation practices. The majority of accidents, however, are never properly treated mainly because the coach does not send the players to the place where they can receive the correct treatment. Sometimes the treatment given by coaches and trainers is more injurious than beneficial. A physician should always be consulted before any knee treatment is given.

An important duty of any coach is to supervise his team's training and conditioning. We feel that this is a vital phase of football and that the "whole" individual should be taken into consideration when training and conditioning him for the stress and strain of modern football.

The coach should be particularly interested in conditioning the knee because it is one joint that is often neglected in conditioning drills. Moreover, many of the conventional drills for strengthening the knee have injured it or made it more susceptible to football injuries.

The basis of this emphasis on knee conditioners is strictly concerned with the muscles that pass over the joint or have tendons passing over the joints. The muscles are the flexors and extensors of the joint as well as important stabilizers. The knee is not a true hinge joint. There is a slight amount of rotation that takes place when flexing and extending the knee. This rotation has been ignored in knee conditioners because it is primarily based upon the size and shape of the femoral condyles and their articulating facets. The exercises which are designed to condition the knee are flexion and extension exercises against resistance. Furthermore, the muscles involved in flexing the knee also act as rotators when the knee is in a flexed position. Therefore, in strengthening these muscles they are being conditioned to serve a dual purpose.

From the premise that the only

way to strengthen a muscle is to tax it with resistive exercises within the tolerance of the patient, I have decided upon a group of exercises based upon the above assumption to accomplish this purpose. In these exercises I do not advocate the flexing or extending of a joint beyond its normal range of movement. My opinion is that movement beyond the normal range will predispose conditions that will weaken the joint rather than strengthen it. Particularly is this true when the patient is assisted in movements beyond the normal range. The ligaments and muscles involved at a joint can be stretched to a degree where they are weak and lax. These tissues may even be torn.

The exercises that I recommend

are as follows:

I. Hamstring Stretcher: Explanation: Start is made from standing position, legs spread comfortably and arms at sides. The hips are flexed as far as possible while keeping knees and back straight; an attempt should be made to touch toes with hands. The return to the starting position is made and exercise repeated. Purpose: To stretch the flexor muscles of the knee.

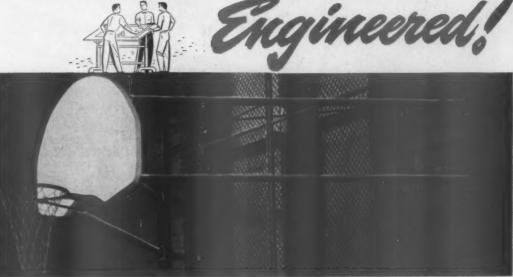
II. Quadriceps Stretcher: Explanation: Start is made from standing position with feet comfortably spread: the knees are flexed slowly as much as possible while the feet are kept flat on the ground and the back is kept straight. The return is made to starting position and exercise is re-

III. Quadriceps and Hamstring Strengtheners: Position: Start is made in a comfortable prone position with

(Continued on page 78)

OBERT GRIFFIN graduated R from Florida A. & M. in 1940. He was the regular conter on the varsity football team for four years. He received an M. A. from Ohio State in 1946. He has been line coach at A. & M. since 1944.

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# ILLINOIS

# **T** Formation

By RAY ELIOT Head Football Coach, University of Illinois

WE use the T formation at the University of Illinois. As one examines this statement in the light of developments of the past few years, it doesn't carry much meaning. In order for a statement of this nature to have real meaning one must describe the type of T used. There are, of course, just about as many types of T formations as there are teams using it, but it seems that all of these formations may be placed into one of three classifications: (1) the T without the man in motion (or Straight T as it is commonly called) with or without the split line, (2) the T with the man in motion or flanker, and (3) a combination of these two. It is in this last category that our conception of the T formation falls. Now that we have placed ourselves in a general category we can be more specific about some of the phases of the offense. A discussion of any offense would naturally include running, passing and kicking attacks, and a definite tie-up of these three phases of offense into a smooth unit is not only desirable but necessary for a well-rounded offense.

There are several important factors that must be considered in the development of the running attack. We must first, of course, select a system of blocking schemes in order to strike effectively at each defensive position with the proper blocking angles and leverages. Hence our first consideration is the alignment, spacing and positions of the linemen. Our considerations will include such things as straight blocking, cross blocking, trap blocking and the like. We must be sure that the blocking

schemes are simple and sound and can be used with minor adjustments to be used effectively against most defensive alignments.

Our next consideration must be the careful study and selection of backfield actions that will permit the best usage of the material that we have at our disposal. By backfield actions we mean the pattern of maneuvers that will make it possible to strike at different points along the line of scrimmage. The action should permit the ready use of counter plays, the plays that end up the opposite

R AY ELIOT graduated from Illinois in 1932. He began his coaching at Illinois College in Jacksonville and then moved to his alma mater to serve as line assistant under Bob Zuppke for five years. He became head coach in 1942 and in 1946 produced his best team that went to the Rose Bowl and defeated U.C.L.A.

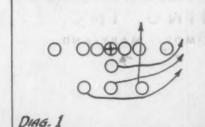
to the prime movement of the back-field, and are commonly referred to as weak- or short-side plays. Many coaches feel that one action will not feature all of the potentialities of their backs and therefore will choose two or three actions to complete their system of offense. The backfield actions should be as simple as possible so that there is a maximum opportunity for speed, power and deception which is necessary to make the offense sound. From the action of the backfield a coach must be able to

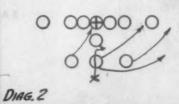
set up a complete cycle of plays so that he may strike at any defensive position. The cycle should be elastic enough so that it can be used against any type of defensive alignment. In order to make the running action effective it is almost imperative that passes be thrown from this running action.

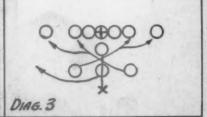
To be more specific, let us examine some of the backfield actions that are, in use today, and that we employ at Illinois.

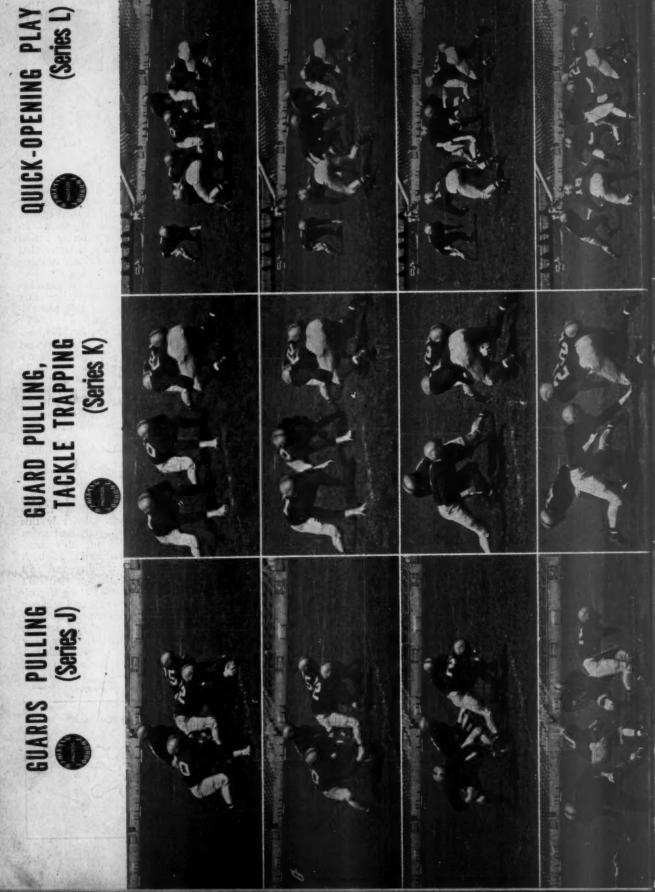
In Diagram 1 is the backfield action of the Faurot T, commonly used with a split line. It is simple in nature and yet dynamic in its possibilities. Most of the time it is used from a straight T formation set-up, but oftentimes it is used with a fullback flanker. Every time this action strikes there are four offensive threats to each side, (1) the quarterback handing off to the halfback on a quickopening play, (2) the quarterback keeping the ball and going off tackle, (3) the quarterback pitching out to the halfback on an end run, and (4) the possibility of the halfback throwing a running pass. Obviously this type of attack puts a terrific burden on the defense because this swiftmoving attack can strike at both sides with equal rapidity and will raise havoc with a defense that isn't prepared to stop a play at eight positions. It is fast breaking and a clever ball-handling and running quarterback is necessary for its success. The counter possibilities are fine in that the halfback or fullback can come back against the action with counter plays.

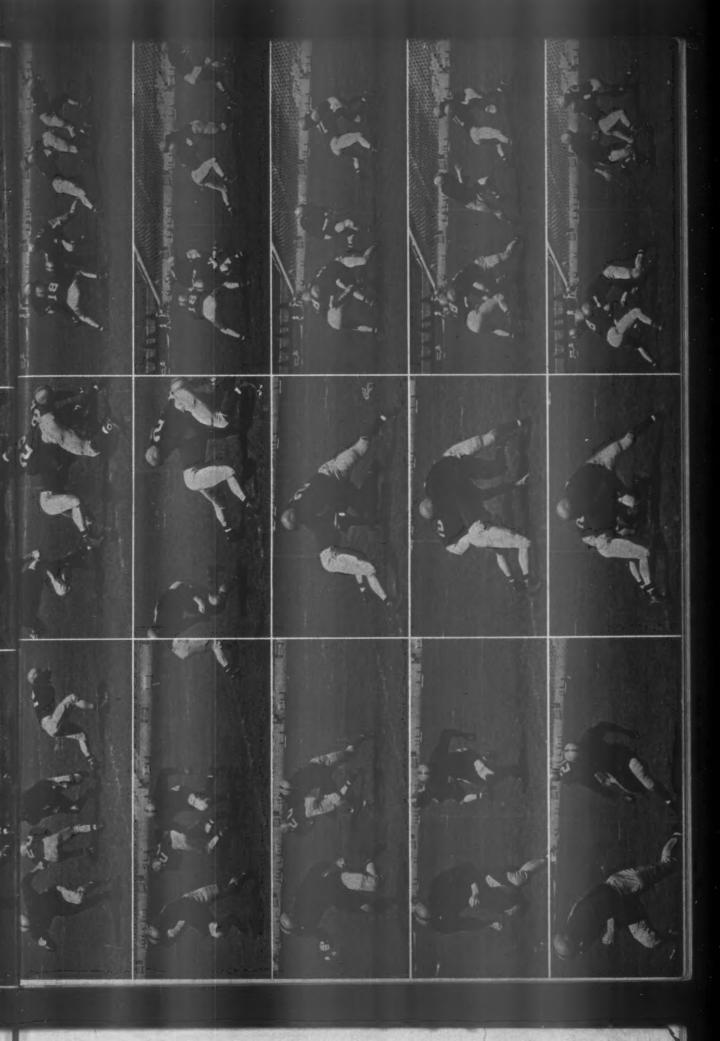
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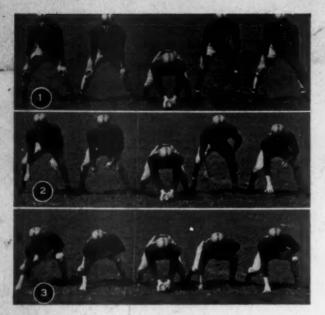












# ILLINOIS Line Play

By BURT INGWERSEN

Line Coach, University of Illinois



WE feel that the one important W point in good offensive line play is the stance. At Illinois we use the three-point stance. We have each lineman take as comfortable a position as possible in order to maneuver and execute his duties.

Since we use a pre-shift, we first teach the linemen the pre-shift position which is shown in illustration I-1. In the pre-shift position their feet are comfortably spread between eighteen and twenty-four inches, toes pointing straight ahead. The weight should be equally distributed on both feet, the knees are slightly bent, the hands are placed on the knees, arms

The center's stance is practically straight, thumbs on the inside of the the same as that of the other linemen knees, head up and eyes looking straight ahead.

On the starting cadence we shift to the offensive line position which is shown in illustrations I-2 and I-3.

In the offensive stance the feet are placed between eighteen and twentyfour inches apart. Some coaches like a wider stance in order to spread the defense, but we prefer to split the offensive linemen in order to spread the defense. The distance between the offensive-linemen varies between six inches and one yard and may be easily accomplished when shifting from the pre-shift position. Illustration I-3 shows the offensive linemen in position. All the linemen except the center have their right hand on the line of scrimmage, the toes of their right foot are in line with the heel of the left foot. The feet are pointing straight ahead and the knees have a full bend.

The weight of each lineman is slightly forward. The player's bal-

ance is on the balls of both feet, and his arm corresponding to the rear foot is dropped straight from the shoulder to the ground and slightly to the inside of the knee. The hand on the ground is resting on the first and second row of knuckles while the other arm is relaxed by resting the forearm on the thigh or knee of the left leg. His head is up, eyes straight ahead, bull-neck, shoulders in a horizontal plane, hips lower than the shoulders and back straight. From this comfortable position he is ready to block straight ahead or pull out for the other types of maneuvers.

except that his hips are carried higher to allow freedom in snapping the ball (Illustration I-3). If he is a right-handed passer we have him keep his left foot practically on the ground. His right foot will be back with the toe of the right foot in line with the heel of the left foot. The heel of the right foot should be up a couple of inches and the weight should be carried on the ball of the right foot. By taking this position he is ready to go forward and make contact with his opponent.

We also want the center to get

plenty of weight on the football. In order to do this we have him use both hands on the ball. The left hand should be back towards the rear tip of the ball and the right hand way out towards the front tip of the ball. There will be a slight tilt to the ball.

The center snaps the ball back to the quarterback by driving the ball into the quarterback's hands swiftly. As he drives the ball back he should

**B** URT INGWERSEN was an outstanding athlete at Illinois starring in football, basketball and baseball in the years 1918-20. He served as freshman football coach and baseball coach at Illinois from 1920-24: head football coach at lowa from 1924-31; line coach at Louisiana State from 1931-35; line coach at Northwestern from 1935-43. Following service he went to Illinois in 1945.

turn the ball at a slight angle. His head must be up, straight ahead and his body going forward as he snaps the ball. We insist on the center keeping his head up so he will have a tendency to block higher. Too many centers go to the ground when block-

With the Illinois T formation, any of the linemen may be used to pull out of the line and block or run interference. If the linemen's right foot is back and he is pulling out to his right he should push off with his right hand and left foot and practically pivot on the heel of his right foot. He should gain a little ground to the side with his right foot and the toe of his right foot should be pointing in the direction in which he is going. As the lineman makes his pivot he should swing his left arm and left hip around and keep his body low over the thigh of his right leg. A lineman should use his arms while running. When going to the left, if the lineman has his left foot forward, he will give four to six inches from the line of scrimmage while making the pivot with his left foot.

The illustrations in series J show the two offensive guards pulling out to the right on an off-tackle play. The right guard running to the right is staying close to the line of scrimmage in order to get an angle on the defensive left end who he is going to block out. The left guard is running a little deeper from the line of scrimmage in order to make the turn

(Continued on page 66)







# ILLINOIS Backfield Play

By RALPH FLETCHER

Backfield Coach, University of Illinois

T the University of Illinois our A backs are required to have several qualities: they must have good speed, the ability to handle them-selves, good vision so that they can pick their holes, be strong on their feet, and of course the essential point of being able to hold on to the ball. We use the three-point stance rather than the two-point because it is more like a sprinter's stance and we feel that they can get off their mark fastter than they can with the two-point. We have them bend at the hips and knees, put one hand down, but with very little weight on the one hand, maintain good balance, and look straight ahead. With the snap of the ball they are ready to go forward at maximum speed. Perhaps the biggest reason we like them down is that there is less leaning and getting offside than if they were in the two-point stance. Nothing is more discouraging than to make a good gain and then have a backfield-in-motion penalty called.

The quarterback puts his head in the crotch of the center, with the right hand up. We ask all quarterbacks to take the same stance, feet fairly even, bending at the knees and hips and in a relaxed position so that they are ready to move immediately when they receive the ball.

Not only do our halfbacks and fullbacks have to run, they also have to block. We believe in the head and shoulder block and spend much time with the backs trying to perfect this block, stressing at all times that the boy must stay on his feet and keep driving to get his position between the man he is blocking and the ball-carrier. We feel that if he will stay on his feet even though he does not make a good block, it gives a good

(Continued on page 79)



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# FAKE TO FULLBACK, GIVE TO LEFT HALFBACK (Series A)



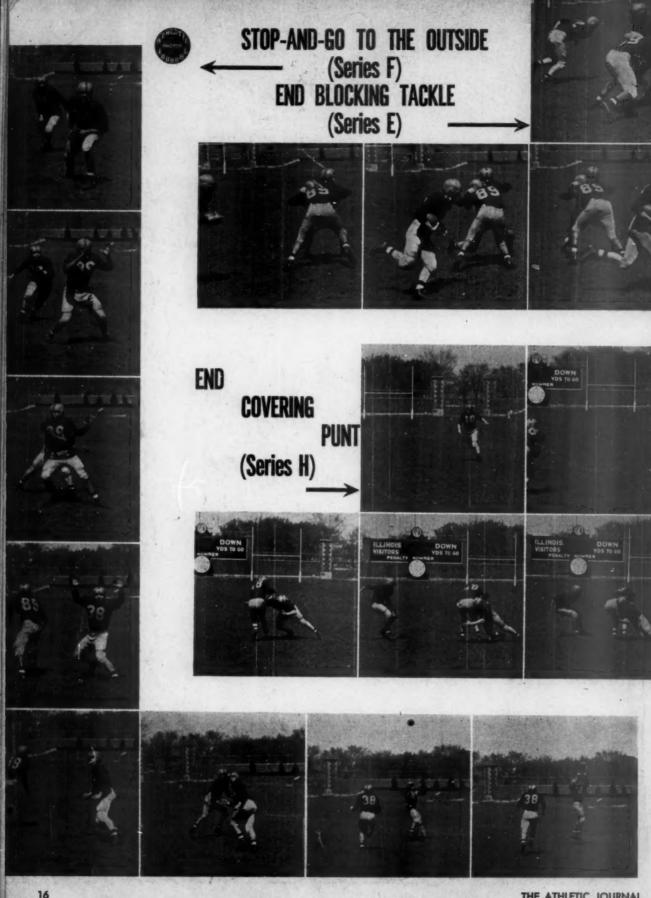


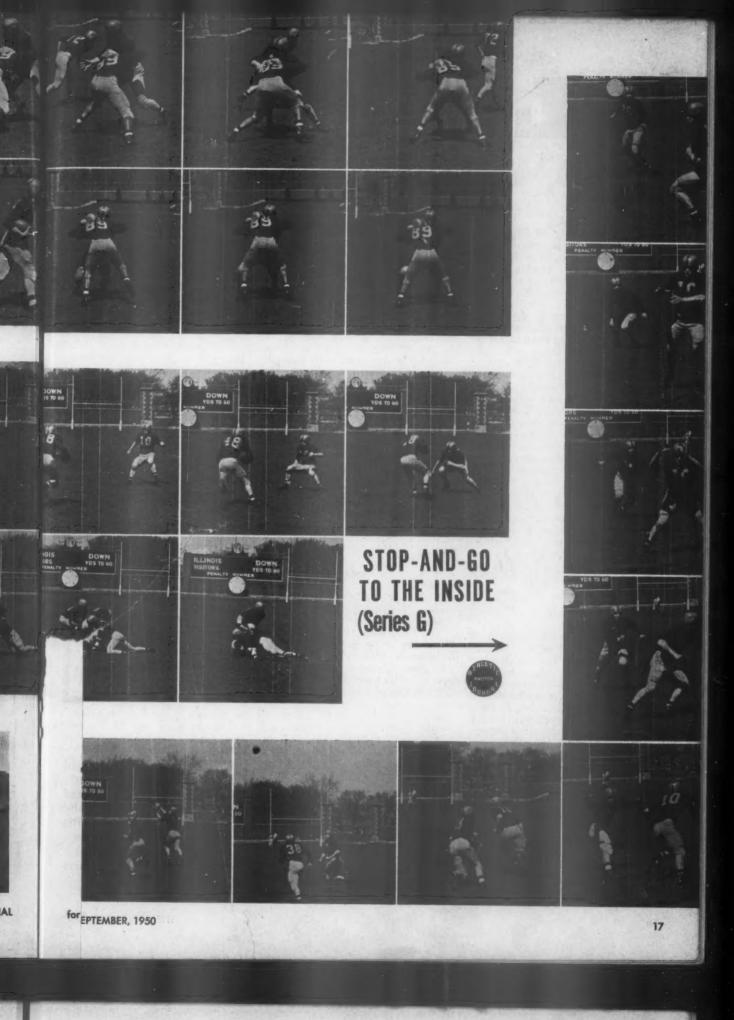


GIVE TO LIEFT HALF,

(Series D) (Series C) RIGHT HALF HAND-OFF TO (Series B) FAKE TO FULLBACK, FAKE TO LEFT HALF, TOSS TO FULLBACK







# ILLINOIS **End Play**

End Coach, University of Illinois

T the University of Illinois an A offensive end is evaluated according to his ability to perform the three following tasks: blocking, catching passes and covering punts. These are named in the order of their im-

Each season before we do any actual contact work on blocking we always have a review of the stance. Our ends are required to take a high stance with the fanny almost on a straight line with the shoulders. In our preliminary or pre-shift position the feet should be parallel. As soon as the shift is started, the right foot should be staggered a comfortable distance. The stance then resembles a sprinter's position. The most important thing about stance is that it must be an onbalance position. Enough weight should be placed on the forward hand so that if the hand were removed the body would fall slowly forward. Of course the head must be up, the eyes straight forward and all parts of the body such as legs, arms, feet, shoulders and head should be in a straight line. This eliminates any leaning of the body which might indicate the direction of the start.

#### Blocking

After a considerable amount of work on the stance, we start to work on the fundamentals of the shoulder block, which, for the sake of teaching, we have given the following names: the shoulder lunge, co-ordination of the forearm and shoulder, and the follow-through. In teaching the shoulder lunge we emphasize the importance of moving the upper body and shoulders before the feet. In teaching I sometimes compare this action with that of a cat which springs forward from a crouched position. In teaching the second fundamental, the co-ordination of the forearm and shoulder, we emphasize the use of the forearm in conjunction with the shoulder. This gives additional blocking space and power to the shoulder block. The third fundamental, the follow-through, is the most important of all and our boys are constantly

told that their block is only begun at the point of contact. From the point of contact until the play is over we remind them that it is a dogfight, with the blocker making a determined effort to keep his shoulder in contact with the opponent, regardless of what the opponent does. Our boys are told that the moment they lose their footing and go to the ground they are useless as tar as that play is concerned until they get back on their feet. The usual coaching points are stressed such as keeping the feet wide apart, tail down, head up, shoulders square, and tak-

ing short, choppy strides.

After the stance and the fundamentals of the shoulder block have been taught we start with the blocks used on the line of scrimmage. When an end is blocking on the line of scrimmage he is working for the most part against the defensive tackle. The most important of these blocks is the one he makes on the off-tackle play. I would like to preface all remarks concerning blocking by saying that it is almost a physical impossibility to expect the average end to block the average tackle without the assistance of a good job of faking and ball-handling on the part of the offensive back-

The first block taught for taking the tackle in on an off-tackle play is the reverse head-and-shoulder block. The name is used only for the purpose of a clear understanding between the coach and player, which saves time in practice sessions. Actually the reverse head-and-shoulder block is simply a shoulder block where the offensive man places his head in front of the defensive man. This block should be used mainly against a fast-

ROBERT KING graduated from Furman University in 1937 after starring as an end on the football team. He coached at his alma mater for ten years before going to Illinois in 1947.

charging tackle playing on his inside. Our ends are taught this block first because I believe it should always be used if the end is in doubt as to what type of play the defensive tackle is going to use. In using this block the end follows a simple rule: the blocker's head should always be placed across the path the defensive man must take in order to do the greatest amount of damage in the shortest time. By using the reverse head-and-shoulder block we feel that the end insures the greatest amount of success for the off-tackle play because it should prevent too much penetration on the part of the tackle. If the tackle is the type who hits and slides out into the off-tackle hole the play would be stopped but should have a fair chance of gaining at least a couple of yards. On the other hand, if a different type of block were used and the tackle were allowed to penetrate, the play would stand a good chance of losing a couple of yards. If, after a few plays, the end finds that the tackle is one who hits and slides he should use another type of block, which is the next type that we will

The following coaching points must be adhered to in applying the reverse head-and-shoulder block. The head should be driven in close to the tac-kle's body. The block should have a lifting action and as the ball-carrier advances the end must work his body around so that he is between the defensive tackle and the ball-carrier at all times (Sequence pictures, series E). Even at the risk of finishing up with a very high block, the end must stay on his feet throughout the entire block because as long as he is on his feet he can be used as a dodging post by the ball-carrier, whereas if he goes to the ground he can serve only as a stumbling block.

For the tackle who hits and slides we try to teach our boys to use a near shoulder block. Again we use this terminology for the sake of simplicity, which actually means a shoulder block with the head behind the defensive tackle. It has been our ex-

(Continued on page 82)



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# **ATHLETIC** OTTRNA

Vol. XXXI SEPTEMBER, 1950 No. 1

Published by

THE ATHLETIC JOURNAL PUBLISHING CO. 6858 Glenwood Avenue Chicago 26, Illinois

MAJOR JOHN L. GRIFFITH Founder

JOHN L. GRIFFITH **Publisher** 

# **Television and Night Football**

WE have repeatedly called attention in our edi-torials to the fact that television is the most important problem facing school and college athletics. The actions of dollar-wise sports promoters and certain college conferences in banning television have only served to further convince us we are right in believing television will affect gate receipts.

Time alone will tell whether television will affect or aid attendance. We sincerely hope that we are wrong. Television has not hurt the Yankees or the Cubs but it certainly has been feit by the minor league clubs. Newark, long a kingpin of the International League, sold its franchise to Springfield because it could not cope with the televised New York games. We feel that the same problem exists in regard to college sports. Television will not hurt the Notre Dames and Michigans and Pennsylvanias in an appreciable manner and could conceivably "produce an army of new sports fans-fans who will grow tired of parlor watching, who will want to go out and see their heroes in the flesh", as another coaching magazine put it.

Our brief is for the little fellows; the Siwash U's and Valley High's. The above-quoted coaching magazine says, "The only sports events that t.v. may kill are the mediocre attractions. As far as we're concerned, that's justifiable homicide." For years all of us in athletics have preached an extended athletic program. When any school curtails its program it is not "justifiable homicide", but a pretty serious matter as far as we are con-

The solution for the smaller schools, as we see it,

is to play their games at times when there will be no conflict with telecasts of the major games. Weekday games will not draw townspeople if played during working hours, and this is, of course, the money gate. All available statistics indicate that night games greatly increase attendance. We feel that the smaller schools should protect themselves by installing lights and scheduling their games for Friday and Saturday nights. There does not appear to be any danger of the telecasting of football spreading over to include night games. Night time on radio and television is the most desirable time and brings the highest revenue. With very few television stations operating in the black, they are not likely to give up the evening revenue in order to handle football games at the most nominal amounts.

LAWRENCE BLAINE ICELY passed away August 8. For thirty-two years he served as president of Wilson Sporting Goods Company. To us "L. B." will be remembered for his great belief in youth and the important part they play in the future of our country. It was indeed fitting that a man interested in children should have chosen his field of work. The numerous golf and tennis clinics sponsored by his company attest to this interest in youth.

During the war years "L. B." made repeated reference to General Douglas MacArthur's famous inscription on the walls of the gymnasium at West Point. "On the fields of friendly strife are sown the seeds which, in other years on other fields will bear the fruits of victory." These words very nicely sum up Lawrence Icely's philosophy.

To his widow and daughter, Wilson Sporting Goods Company, his friends and the youth of the country we extend our sincere

sympathy.

# Football at Illinois

HOSE who have read the preceding pages will have noticed the four articles and 102 sequence pictures dealing with the football offense as used by Ray Eliot and his staff at Illinois.

This is a new departure among the coaching magazines. The established concept has always been to present numerous articles dealing with different styles and offenses so that all the readers

(Continued on page 87)

IF IT'S UDICOTT

IT'S THE LAST WORD IN PLAYING

COMFORT AND PROTECTION!





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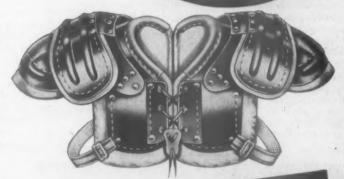
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TODAY IN SPORTS EQUIPMENT

WISON SPORTING GOODS COMPANY, CHICAGO Branch offices in New York, San Francisco and other principal cities (A subsidiary of Wilson & Co., Inc.)



Illustration 1 The Shoulder Block

The purpose of this drill is to teach the fundamentals of the shoulder block. It also gives the player the confi-

block against live competition. The players pair off, one holding the bag and the other lined up in front of it in a three-point stance. The players rotate after each block. As many units should be used as is feasible.

A-From a three-point stance. (Illustration 1). The player lines up in a three-point stance directly in front of the bag. If he is going to take the bag to his left, he jolts the bag with his left shoulder, stepping simultaneously with his right foot. (This is just the opposite if he is going to take the bag to the right.)

A good rule for this type of block is inside foot, outside shoulder.

The player should concentrate on his initial charge. He should work the bag laterally with his neck and head. If he is just working on his charge, he should take the bag straight back, using first one shoulder then the other. The head should be kept up in order to keep the

He should get a good lift with his upper arm, keeping the elbow even with his shoulder to give more blocking surface.

B-Running shoulder block. The player should work on one shoulder, then the other. He should hit first from one yard, two yards, then gradually move back to five and ten yards, working quickly but not overlooking the fundamentals.

Just before hitting the bag he should give a head fake



By BOB TROPPMANN

Line Coach, Richmond, California, Union High School

to simulate straightening his opponent up a little. When the player hits the bag his feet should be well spread, head up, and back straight. The head should be aimed at the middle of the bag and just as contact is made the player should slide his head to the side and let his shoulders do the work. The boys that come up

with "strawberry's on their cheeks, are doing it right.

> der block. (Illustration 2)

Illustration 4

removed

C-Reverse shoul-

Line up one man

from



Illustration 2 dence he does not get when he is trying to learn the

Illustration 3

bag, i.e. either to the right or left of the bag. The reverse shoulder-block is almost like

pivoting into the opponent.

Working from the right side of the bag the player should shoot his head across the front of the bag and hit it with his right shoulder.

He should drive the bag laterally along the line. He should concentrate on getting his head across quickly. In most cases, the blocker is just helping the opposing

lineman take himself out of the play.

D-Near foot, near shoulder block. (Illustration 3) The players should line up on either side of the bag, i.e., either to the right or left of the bag. This block is used as a fill-in block by the tackle when the guard pulls out.

The player should step with the foot nearest the bag, and hit with his near shoulder. He must make contact on the first step. His motion is like a "jab" in boxing. He should concentrate on quickness. He should

keep his head between the bag and the ball.



The Cross-Body Block (Illustration 4)

The object of this block is to contact the opponent and obstruct his path toward the ball-carrier. The player should line up in front of the bag as if he were going to make a shoulder block. If he is going to block with his right side he will: a. Shoot his right hand across the bag, about

chin level. b. Contact the bag with his right hip. c. Drive against the bag, using a crab-like motion. He should work on: speed, power, drive.



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Akron, Ohio

This block is executed from a stationary or a running position.

The player should not: a. Leave his feet too soon. b. Keep his arms too close to his body. c. Hesitate before making contact. d. Make his contact too

#### The Reverse Cross-**Body Block**

The player should line up on either side of the bag. He should start his motion as if he were going to make a cross-body block.

If he is one man removed to the right of the bag he should: a. Make contact with his right hip. b. Whip his legs around to the rear of the bag. c. Make sure that he keeps his body between the bag and the ball-carrier, using a crab-like motion. d. Make sure his feet and head have reversed their position.

## The Pull Out and Lead

This drill accomplishes three moves: Enables the play-

Illustration 7

er to work on: (a) the pull out, (b) getting the defensive fullbacks, (c) the fillin blocks.

Two bags are lined up, one as a defensive guard and one as a defensive linebacker. This drill occupies four men who rotate each time a block is made. Two offensive linemen are lined up, one as a tackler and one as a

guard. The guard pulls and hits the fullback. The tackle works on a fill-in block for the (a) reverse shoulderblock. (b) near foot, near shoulder-block. (c) reverse cross-body block. (Illustration 5)

During the drill the player should concentrate on:

(a) proper pulling-out method. (b) proper turn downfield. proper shoulder block on the defensive linebacker. (d) proper fillin block as above.

As many set-ups may be used as are feasible, the more the better, because the coach can move from one group to the other, making comments on the technique used.

#### The Pull Out and Trap (Illustration 6)

This drill is set up to help the player work on: (a) the pull



OB TROPP-MANN graduated from San Francisco State College after which he played professional football for the San Francisco Clippers and the Oakland Giants. He has been at Richmond for several years.

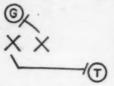


Illustration 6

One player holds each bag and rotates after each drill. Two offensive linemen are lined up; one as a guard and one as a tackle.

out, (b) the trap block,

up; one representing a

defensive guard and

one a defensive tackle.

One bag, the guard, is

on the line of scrim-

mage. The other bag,

the tackle, is across the

line of scrimmage to

simulate being trapped.

Two bags are lined

(c) the fill-in block.

The guard pulls out and traps the defen-sive tackle. The tackle works on his fill-in blocks for the (a) reverse shoulder-block, (b) near foot, near shoulder-block, (c) re-

verse cross-body block.

During the drill the coach should concentrate on the proper pulling-out method; the proper trap block with the guards head behind the trapped tackle.

(In other words, if the guard is pulling to his right he will hit the trapped man with his right shoulder.)

#### **Defensive Stunts:** L Forearm Shiver (Illustration 7)

The purpose of the drill is to practice straightening up an offensive lineman in order to gain position. This is one of many so-called defensive stunts that is used. This particular one being used mainly by defensive tackles.

The bags are held



Illustration 8

waist high, parallel to the ground, to simulate a lineman's shoulders. The coach can use as many bags as he thinks he can handle in one demonstration. After the initial explanation the coach can keep several men busy with this drill.

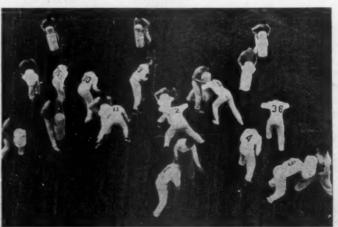
Explanation of the Drill

The player should jolt the bag with the heels of his hands, keeping his arms stiff and straight. He should step simultan-eously with his back leg, ending in a crouched outstretched position, head up, arms straight.

To be effective, the blow must be accurate and have explosive shock as the purpose is to keep the opponent from gaining contact.

As soon as the player





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Chuck Super me less than
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Illustration 10

Illustration 11



Illustration 12

has control of his opponent he should throw him to either side and move quickly toward the play. The most important thing to work on is the jolt with stiff straight arms.

# II. The Foregram

(Illustration 8) This drill demonstrates another stunt that is used by defensive linemen. These defensive stunts are used only after the basic fundamentals of line play are mastered. This drill should never be used as an "escape" for not knowing how to use a plain shoulder charge.

Two players pair off, one man holding the bag and one man lined up in front of it in good (Continued on page 70)

# Some Favorite Drills Used by Famous Coaches

#### GUARDING THE LINE



X indicates players lined up in a three point stance facing the coach.

O indicates 36" bags, each

held by a player.

On a whistle players turn and pull toward the bags.

Players hit bag with driving right or left shoulder block.

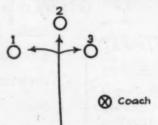
Object of the drill is for the men holding the bags not to lose any ground, in other words, they are "guarding the line."

### **DUMMY SCRIMMAGE**

X indicates offensive team. O indicates 36" dummies, each dummy being held by one player. Drill is accomplished by run-

Drill is accomplished by running a play against the bags.

### REACTION DRILL



#### X Blocker

Blocker set in three point stance. Coach blows whistle, blocker

Coach blows whistle, blocker starts forward.

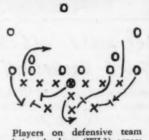
When blocker gets to "cross roads" the coach designates 1, 2, or 3. The player then charges that bag.

## QUICKNESS DRILL

Coach tells players that are going to charge the bag, to move it right, left or back, on a designated count.

Player concentrates on shoulder block.

### PASS PROTECTION DRILL



bring the bags (WL3) across the line of scrimmage. Coaches say this drill saves a lot of unnecessary bruises in pass protection drills.

#### OPEN FIELD RUNNING

Using the small bag (WL3) for this drill the players can work on many fundamentals. Ball carriers use straight arm on bag, weaving and changing the ball as they cut.

## FOLLOW THE LEADER

Runner	
XXX Slocker	Bag Molding
^^^	O A Bag

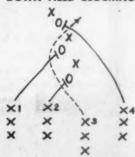
# XXX OX

# xxx ox

On a whistle the blocker and runner of each group start forward toward the bags. The blocker blocks either in or out, using a shoulder or body block.

The runner follows the blocker and cuts to the proper side.

#### DOWN FIELD BLOCKING



x1, x2, and x4 are blockers and have assigned bags to hit. x3 is the runner and follows the predesigned course. In the whole "rubber-covered" field No other rubber covered football plays right at the

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This block is executed from a stationary or a running position.

The player should Leave his feet not: a. too soon. b. Keep his arms too close to his body. c. Hesitate before making contact. d. Make his contact too low

#### The Reverse Cross-**Body Block**

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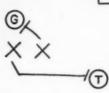


Illustration 6

OB TROPP-MANN graduated from San Francisco State College after which he played professional football for the San Francisco Clippers and the Oakland Giants. He has been at Richmond for several years.

out, (b) the trap block, (c) the fill-in block.

Two bags are lined up; one representing a defensive guard and one a defensive tackle. One bag, the guard, is on the line of scrimmage. The other bag, the tackle, is across the line of scrimmage to simulate being trapped. One player holds each bag and rotates after each drill.

Two offensive linemen are lined up; one as a guard and one as a tackle.

The guard pulls out and traps the defensive tackle. The tackle works on his fill-in blocks for the (a) reverse shoulder-block, (b) near foot, near shoulder-block, (c) reverse cross-body block.

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**Defensive Stunts:** 

I. Forearm Shiver

(Illustration 7) The purpose of the

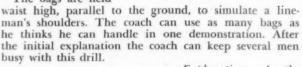




Illustration 8

Illustration 9

Explanation of the Drill

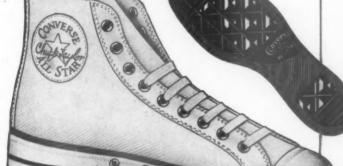
The player should jolt the bag with the heels of his hands, keeping his arms stiff and straight. He should step simultaneously with his back leg, ending in a crouched outstretched head up, position, arms straight.

To be effective, the blow must be accurate and have explosive shock as the purpose is to keep the opponent from gaining contact.

As soon as the player

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Chuck Super me and my boys,
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Illustration 10





Illustration 12

has control of his opponent he should throw him to either side and move quickly toward the play. The most important thing to work on is the jolt with stiff straight arms.

# II. The Foregram

(Illustration 8) This drill demonstrates another stunt that is used by defensive linemen. These defensive stunts are used only after the basic fundamentals of line play are mastered. This drill should never be used as an "escape" for not knowing how to use a plain shoulder charge.

Two players pair off, one man holding the bag and one man lined up in front of it in good (Continued on page 70)

# Some Favorite Drills Used by Famous Coaches

#### GUARDING THE LINE

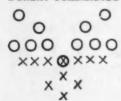
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X indicates players lined up in a three point stance facing the coach.

O indicates 36" bags, each

held by a player.
On a whistle players turn and pull toward the bags. Players hit bag with driving right or left shoulder block.
Object of the drill is for the men holding the bags not to lose any ground, in other words, they are "guarding the line."

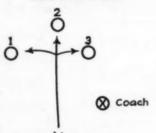
### **DUMMY SCRIMMAGE**



X indicates offensive team. O indicates 36" dummies, each dummy being held by one player.

Drill is accomplished by running a play against the bags.

## REACTION DRILL



#### X Blocker

Blocker set in three point stance.

Coach blows whistle, blocker starts forward.

When blocker gets to "cross roads" the coach designates 1, 2, or 3. The player then charges that bag.

#### QUICKNESS DRILL

Coach tells players that are going to charge the bag, to move it right, left or back, on a designated count.

Player concentrates on shoulder block.

### PASS PROTECTION DRILL



Players on defensive team bring the bags (WL3) across the line of scrimmage. Coaches say this drill saves a lot of unnecessary bruises in pass protection drills.

# OPEN FIELD RUNNING M = Man Holding Bag O = Bag



Using the small bag (WL3) for this drill the players can work on many fundamentals. Ball carriers use straight arm on bag, weaving and changing the ball as they cut.

### FOLLOW THE LEADER

Runner	
X X X	OX - Bag

# xxx ox

On a whistle the blocker and runner of each group start forward toward the bags. The blocker blocks either in or out, using a shoulder or body block.

The runner follows the blocker and cuts to the proper side.

#### DOWN FIELD BLOCKING



x1, x2, and x4 are blockers and have assigned bags to hit. x3 is the runner and follows the predesigned course. In the whole "rubber-covered" field Only (a)

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# **Optional-Flip Plays** for Six-Man

By GEORGE L. HENDERSON Coach, Mansfield, Illinois, High School

N six-man football the offense consists of making 15-yard first downs and touchdowns. The one other major difference between it and 11man football, which I like to call the key-cog of offense, is the clear pass. To quote the National Federation of State High School Athletic Associations' rule book for six-man football:

> "A clear pass is one which starts and ends behind the line of scrimmage and travels a clearly visible distance in flight after leaving the hand of the possessor of the snap and which then touches a player other than the Passer."

and:

"After the snap any player of A may punt or pass the ball across the line of scrimmage but he shall not carry or bat it across the line until after a clear pass has been made.'

In other words, the receiver of the snap (usually the quarterback) cannot carry or bat the ball but must either pass, kick or execute a clear pass. Because of this rule, most offensive plays in six-man football are

built around a clear pass. The "flip" in the plays included in this article is the clear pass.

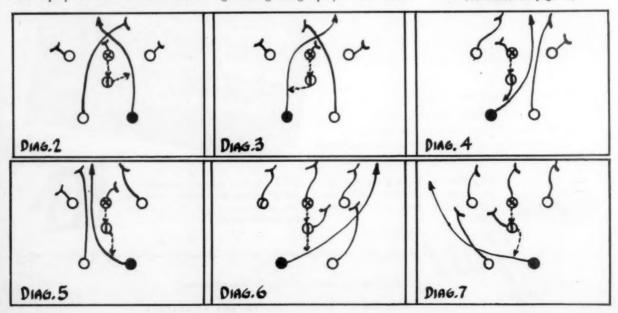
During two consecutive years, using the same group of boys, I tried two signal systems, a number system and a name system. The number system, involving numbering both players and holes in the line, is logically sound and offers a unified system for designating a large number of different plays. Once the boys learned this system they could figure out a play from it's numbers. The name system involved giving each play a separate name, these names describing the play action.

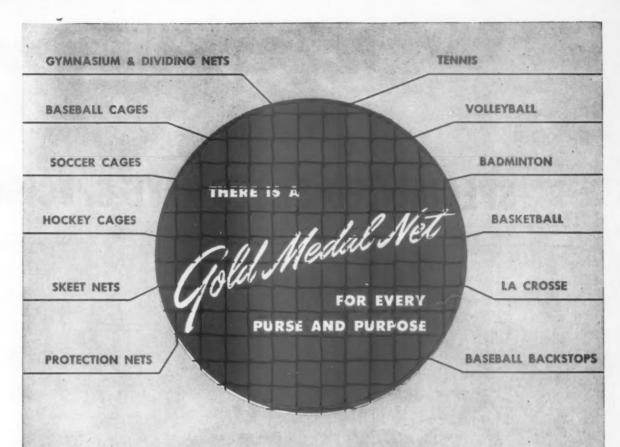
The same group of boys made fewer mistakes using the latter system. While this experiment certainly does not present sufficient evidence to warrant any dogmatic statements, it did convince me that the name system is better for my kind of a high school football set-up. The team spent less time in the huddle, executed more plays without mistakes, and did a very fine job on the optional plays used.

During what we considered a very good season last year, our best ground gaining" plays were called optional line-plunge, flip line-plunge, and optional end-run. During our last three games, which we won, these were the only running plays we used.

To do his part in these optionalflip plays the quarterback must learn a rather difficult fundamental which, if executed improperly, always ruins the play. This fundamental, the "flip", is done in the following manner: The quarterback, in a backfield crouch stance, receives the snap about knee high. Holding the ball in both hands he pivots a quarter turn on his right foot, stepping forward with his left, and fakes a two-handed shovel-pass to the right halfback. Then, all in one continuous motion, he grasps the ball with the fingers of his right hand, carries it down and back past his right thigh, and re-leases it, throwing a short, waist-high pass straight backward which can be picked out of the air by the left halfback. This flip may also be executed without the pivot, the ball going backwards, away from the line of scrimmage, to a crossing back. Both the pivot and the flip must be practiced by the quarterback until he can

(Continued on page 68)





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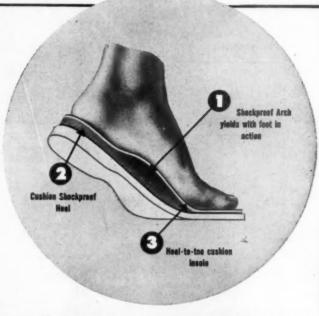
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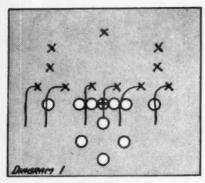
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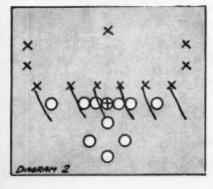


## LOOPING

THE wide open style of football offense which has developed during recent years has necessitated more and more time being expended on defensive planning. A coach spends a large percentage of his practice sessions preparing a defense or a combination of defenses which he believes will slow down or completely stop the offensive threats of his future opponents. Defensive formations, such as, the 7-1-2-1, the 6-2-2-1, the 5-4-2, the 5-3-3 and their variations, are frequently inadequate to cope with present day high-scoring offenses.

Standard defense patterns can be improved, in many cases, by the addition of unusual maneuvers. Accepted coaching procedure has recognized the fact that a lineman must be able to protect a designated territory and that this is probably best accomplished by charging immediately and directly forward in the direction of the offensive backfield. This principle is fundamentally sound but it is no longer regarded as the only manner in which a lineman should attack. The straight-ahead charge can be used to even greater advantage if a lineman is taught to employ the following maneuvers which have come into prominence lately and are generally known as (1) looping, (2) angle charging and (3) gap plugging (Diagrams 1, 2 and 3).

## **ANGLE CHARGING**



## Looping, Angle Charging and Gap Plugging

By JAMES A. PERRY Assistant Football Coach, Lincoln Park, Michigan, High School

These methods are used to outsmart, confuse and delay the offensive linemen who have a definite blocking assignment on each and every play. For example, if an offensive right tackle in the T formation is assigned to block the defensive left tackle to the outside, his job is not too difficult to perform if the defensive player charges straight in (Diagram 4). In the event that the defensive player, along with his teammates

JAMES A. PERRY played football and basketball at Findlay College in Ohio under the tutelage of Stu Holcomb. He coached at St. Ignatius High School in Cleveland before going to Lincoln Park.

on the line, loops to the right and then charges ahead, the blocker is confronted with a situation to which he cannot satisfactorily adjust himself for an immediate and effective block (Diagram 5).

After this maneuver has been employed against him, the offensive lineman will have to attempt to predetermine what the defensive line will do on the next play. The offensive quarterback must also take part in this guessing game and hope that

his choice of plays proves effective.

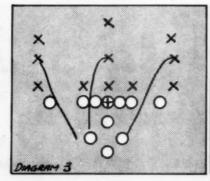
## **Angle Charging**

Angle charging adds another problem to the surmounting difficulties confronting the offensive lineman. This type of charge may be executed either to the left or to the right just as looping is done. Its objective is to contact the opponent at an angle from which he has the least amount of leverage. It affords quicker penetration than the loop and, on the other hand, it is delayed to some degree as compared to the straightahead charge. If the offensive lineman takes inventory of the situation at this particular time, he realizes that he must now be prepared to meet any type of charge which may appear in the form of a straight-ahead lunge, a loop or an angle charge.

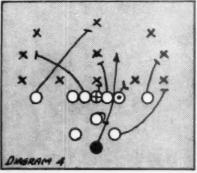
## Gap Plugging

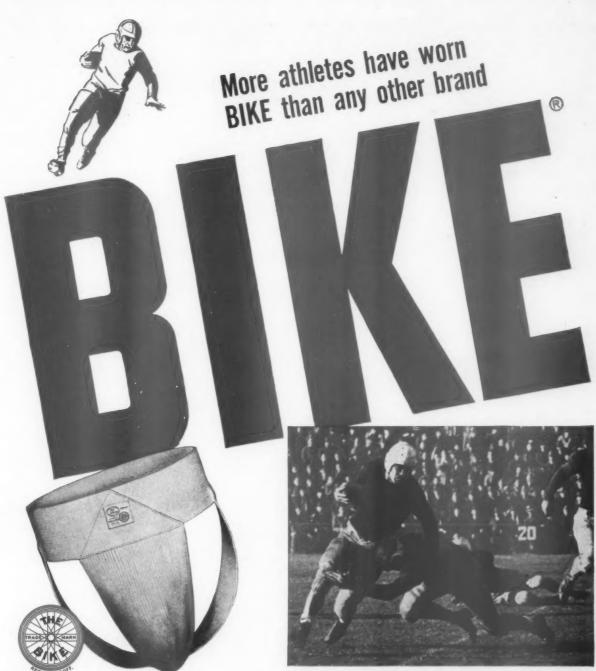
Gap plugging is another deceptive movement frequently employed by defensive units. In this particular style of defense, it is the general policy of the defensive line to space itself a little wider and more irregularly than usual at certain key positions. The collaborating linebackers must advance rapidly to the line of scrimmage and plug the gaps. This method can greatly confuse the offensive blockers who have been given a play

## **GAP PLUGGING**



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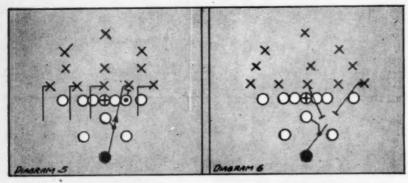
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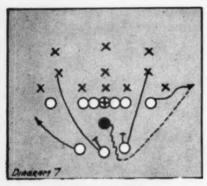
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## LOOPING

in which they are to lead the ballcarrier through an apparently large gap and, then, suddenly find that it no longer exists almost immediately after the center has snapped the ball. Gap plugging has been quite effective against line smashes and forward pass plays (Diagrams 6 and 7).

Linebackers, halfbacks and the quarterback of the defending unit



## **GAP PLUGGING**

must have definite assignments while the linemen are either looping or angle-charging. If the linemen loop to their right, the linebackers move to their left as a precautionary measure and the halfbacks move in the same direction as the linemen. The quarterback is expected to use his own judgment as to which direction he shifts since his position, which is a greater distance from the line of scrimmage, enables him to readily see the offensive play develop (Diagram 8). If the linemen angle-charge to their left, the linebackers can move to the right while the halfbacks shift to the left to spread out and balance the area of coverage (Diagram 9).

## A Varied Defense

An offensive team today not only finds its running attack and forward passing plays being hindered by looping, angle charging and gap

## **GAP PLUGGING**

plugging but occasionally is confronted with a combination of these out-of-the-ordinary methods. Defensive teams, employing a six-man forward wall, frequently intermingle looping and angle charging on the same play to bewilder the offensive team. The secondary and tertiary players' maneuvers are integrated into the pattern to make it complete (Diagram 10). The right end, right tackle and the right guard are looping to their right while the left end, left tackle and left guard are anglecharging in the same direction in anticipation of a play through the left side of the offensive team's line. Many other combinations may be formed from these unorthodox methods.

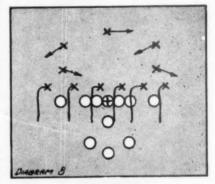
## Advantages and Disadvantages

Under certain conditions these maneuvers have definite potential advantages and, naturally, they also have very specific disadvantages. Looping and angle charging are usually ineffective against a forward pass because of the extra amount of time required to get through the opponent's line and into the protective pocket of the passer which is generally formed and confined to an area immediately behind his guards and center. The exception to this has been when linemen have guessed cor-

rectly and then looped or anglecharged toward a point from which a passes usually slows down his speed before throwing a running pass. Gap plugging has not been too successful against wide running plays and pitchouts.

These maneuvers has been confined chiefly to usage against T formation teams because of the "one on one" blocking which is practiced. This seems to indicate that a number of coaches believe that the single wingback system with its "two on one" blocking assignments can best be thwarted with head on power instead of deception.

There is no doubt that the coaches using these defensive tactics are gambling in the hope that they will guess right more often than wrong. The offensive team's coach generally believes that there is a better than even chance that the defensive players will loop, angle-charge and gapplug themselves completely out of



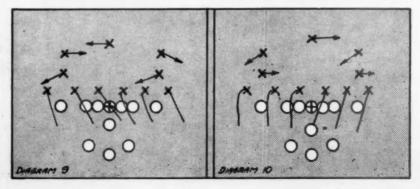
## LOOPING

more plays than they will maneuver themselves directly in front of during a football game.

If standardized defense procedure has not fully met the demands of a coach, he has much to gain and very little to lose by giving these so-called 'ugly ducklings' of defensive play an opportunity to prove their worth.

### ANGLE CHARGING

## LOOPING-ANGLE CHARGING



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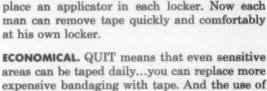
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## Give Your Team A Fighting Spirit

By E. B. BARWIS

Freshman Football Coach, Thornton High School, Harvey, Illinois

ORALE MAY be considered to be the over-all picture of the community psychology - its beliefs, ideas, and feelings expressed about football. A winning team creates high morale and, conversely, a losing team foments low morale. Healthy morale sometimes is the consequence of natural factors; at other times it is the result of artificial stimuli controlled voluntarily by the coach. The habitual winner of Chicago's city football championship, Bill Heiland, says, "Austin High has always had great school spirit, and that is what it takes to make great teams." Of course, Heiland's genius also has much to do with Austin's winning teams. At Austin High, there are many favorable factors for high morale, but there are no agencies or clubs to stimulate it artifically. Nevertheless a healthy team spirit is a requirement for every winning team.

The problem that has interested me for a long time is: How may team spirit be developed? For the past two years I have been interviewing successful coaches on this matter, and there does seem to be an answer which I believe would be of interest to high school coaches. My research has been taken from the experiences of these successful coaches during high school coaching. If the reader is a basketball coach, he may utilize these ideas with equal advantage in

that game.

### A Summer Trip

One project that may be employed to create good intra-squad feeling is a summer fishing or hunting trip about a week or ten days before the season opens. It should be held in a place that is both comfortable and pleasant and yet not beyond the means of the school or its backers. The purpose of the trip is to allow the players to become well acquainted with one another and for the boys to become buddies. Here lifelong friendships will be made. While on the trip, the coach's only goal should be to build friendships among the boys and himself. He should avoid doing anything which puts pressure on the boys. A light, pleasant, and carefree atmosphere should prevail.

Because of the danger from firearms, a fishing trip is preferable and it may be advisable to take along an experienced angler to teach the boys the rudiments of fishing. If neither hunting nor fishing is possible, a simple camping trip might suffice. To prove the worth of this medium, the reader need only recall his own experiences. Invariably he will number his fishing and hunting pals among his best friends. The result of such an outing is that the players will work like beavers for one another and the team and there will be an espirit de corps never before possessed by the team. Among its followers this theory numbers Coach Charles Eaves of Athens (Georgia) High, who has maintained an enviable record in his state.

Coach Harry Steitler's rise was a meteoric one, astounding both his opponents and followers by winning three state championships in eight years at Corpus Christi, Texas, High. In his ninth year of AA football he moved to Waco, Texas, where he won his fourth state championship. Steitler's summer camp varies from the pattern mentioned above — he follows a more rigid schedule at camp than the one suggested. His schedule will be helpful to the coach in planning a summer camp for his team:

- 1. 6:45 to 7:00 AM 10 minute
  - 2. 7:00 to 7:30 AM Breakfast
- 3. 7:30 to 9:00 AM Clean cabins and rest
- 4. 9:00 to 11:00 AM Morning workout
- 5. 11:45 to 12:00 noon Ball-handling by backs
  - 6. 12:00 to 12:30 PM Noon meal
  - 7. 1:00 to 4:00 PM Rest

BART BARWIS graduated from the University of Texas in 1941. He coached at Mathis, Texas, High School in 1941-42 before entering military service. He coached at Riverside Brookfield High School in Illinois from 1946-48.

- 8. 4:00 to 6:30 P. M. Evening workouts.
- 9. 7:30 PM Evening meal 10. 10:00 PM Lights out

During the morning workout the team was dressed in T-shirts and shorts, but during the afternoon workout the boys were in full uniform. Steitler usually embarked upon his seven-day camping trip a week before school commenced. He firmly believes that summer camps are very valuable aids in improving team spirit.

## A Remedy for Staleness

A coach will discover from years of experience that there is a midseason slump when the boys tend to become listless, show little interest in running plays, and gripe at each other at the slightest provocation. They have become "stale." This condition is not physical but mental since the human body can be kept in top physical condition for years at a time as is evidenced by the year-around training of Dodds and Cunningham in running the mile. Satchel Paige is another example of this, pitching baseball in the United States, Mexico, Cuba, and South America continuously the year around. Football. however, seems to be more vulnerable to "staleness" than any other game because fewer games are played, practice drills are monotonous and repetitious and the knocks are harder. One of the best cures for "staleness" is for the coach to call off practice for a day (preferably Monday) and take about a two-hour hike into the country. The fellows will start joking and laughing and soon the whole squad will be relaxed and in good humor. The gridiron routine should be temporarily forgotten. The coach should put aside any temptation to become serious with the men and instead should encourage humor and a light spirit. This is another timetested device to improve morale, and its exponents have been many, including Jock Sutherland, who often shook his teams out of the doldrums

Another situation the coach may encounter is the dismaying overconfidence of his team before an THE CHOICE OF EXPERIENCED COMES

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important game. Something should then be done to get the players gameconscious. Coach Blair Cherry utilized this measure when he suddenly became aware a few hours before the semifinal playoff for the Texas state championship that his Amarillo Sandies had become stagnant and over-confident. Cherry, who lost one game in five seasons, ordered the team to assemble in its hotel conference room where he told the men of a recently reported spread formation of their opponents and showed them the defense for it. It forced the team to begin thinking about the game again and Amarillo High drove on to its third state championship. The spread was actually a fiction of Cherry's mind, but it was enough to transform over-confidence into healthy alertness.

## The Parents' Club

Perhaps the most profitable single organization a coach may utilize is a parents' club. It may be known by other names such as the mothers' club or fathers' smoker, but its purposes are identical. The function of the club is to organize the parents so as to secure backing at home for training regulations and to get the parents to support the coach. It is necessary to organize a parents' club at the outset of the season. At that time the coach may explain the rules of training to the parents. These rules differ with various coaches, but most agree on this code:

1. Plenty of sleep (from 8 to 10 hours). 2 Moderate amount of wholesome food, with tea, but no coffee.
3. No loafing on the streets. 4. No dates during the week. 5. No tobacco or alcohol.

To this list the coach may find it advantageous to add other rules to be observed if he thinks the community and parents will back them:

1. Parents not to lend their sons the automobile during football season. 2. No dates for players during football season. 3. Players to be provided with a quiet place to study, with study mandatory from 7:30 to 9:00 P.M. 4. Each player must pass four subjects in school.

The latter is a far more severe code, but if the coach can secure community support he will have a better season since it will result in higher grades and fewer discipline problems. Therefore, the faculty will also be firmly behind the coach.

The parents' club offers the coach the best means of enhancing his prestige. If the community says that a man is a good coach the team will believe it and its response will be better, but if the team hears negative reports, its respect for the coach and response to the game will be at a minimum. The coach, therefore, should prepare good talks filled with vivid and humorous anecdotes. His program should be well-organized and he should strive to create the best possible impression.

At meetings of the club the coach should take the opportunity to protect himself against dissension among the players. At the outset of the season the coach should emphasize to the parents of prospective players that if their sons can play football they will be treated with utmost consideration; that there will be no special privileges and no favorites and that regardless of race, religion, politics, income, or influence of parents, all players have an equal chance of making the team. Any player regardless of his background, will be removed from the team if he violates regulations. The coach should say to the parents, "If your boy comes home griping about not playing or saying that he got a raw deal, you probably have your own way of squelching this immediately. I specialize in picking and training football players and if they have possibilities I will be the first to recognize them." He should then find the parents eager to co-operate with him.

The organization of parents' clubs varies all over the country. The in-dividual circumstances and needs of the coach will determine which type he will employ. Henry Frnka, whose Lubbock High School teams were state champs, merely called a meeting of both parents of all players at the beginning of the season when he gave a pep talk and explained the rules he expected parents to enforce at home. No further meetings were called for the rest of the season. Coach Blair Cherry's Sandy Mothers' Club was originally organized by Coach Hugh Butler but was continued by Cherry. The mothers met three or four times a season to discuss and put on entertainment and banquets for the players. They elected their own officers and Cherry acted in the capacity of advisor, always putting on the first program where he outlined the training regulations.

Another means the coach may use to encourage adherence to football regulations is to print such regulations and distribute them among the townspeople or broadcast them on a radio program devoted entirely to the team. In this manner every person in town will know what the rules are and will use his influence in helping to enforce them.

Some coaches have used a pledge with much success. Each member of the team swears or affirms that he will not violate any of the rules listed in the pledge. Then the pledge, printed in one-inch letters and signed by all the players, is posted on the bulletin board for the entire school to see. Thus the signers of the pledge feel they are under social pressure and must adhere to every provision of the pledge.

## The Football Dance

The ban on dating during training sometimes presents a problem. If no dates are permitted during this period it is suggested that arrangements be made at the end of the season for a large and exclusive football dance or ball to which the players may take their dates. A popular band should be hired and nothing spared to make it a gala affair, perhaps the most festive of the year. In this manner the players are able to keep their girl friends in line and it will result in a happier bunch of boys on the team. A boy who is worried about the security of his girl friend's affection won't make a very enthusiastic football player!

Many prominent high school coaches do not favor organizing a quarterback's club or booster club to help finance various activities because they feel it invites kibitzers and interference on the part of the townspeople. Such a club could be organized from the leaders of the town who are interested in the success of the team and contributions could be received through it. Another means used to secure money would be a pre-season intra-squad game, discussed very ably and at considerable length by Sam Ketchman of East Lansing Michigan High in the April 1948, Athletic Journal. Another idea is to issue facetious bonds of \$10.00 each and sell them to the townspeople. On their face could be printed "Buy a share in a winning team", or some such slogan. A building program, to enlarge the seating capacity of the stadium or bleachers, would also be an asset in bringing in a larger income for the team.

It is sincerely hoped that the ideas set forth here, developed by many championship coaches, will be helpful to the football coach taking over a team with poor past performance or one burdened with low morale. why



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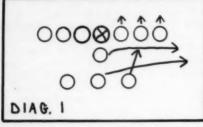


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The line drives forward hard enabling the quarterback to move down the line.

THE quarterback makes an intense effort to refrain from bringing the ball back away from the line of scrimmage, because when he moves the ball away from the line, another backfield man must move it forward again the same distance before it crosses the line of scrimmage and makes yardage. It is an unnecessary delay to have the quarterback move the ball back of the line and then forward again to the line.

The Split-T offense revolves around this idea in the exchange of the ball between the center and quarterback and the ball-handling which follows. To accomplish this the line must charge with the snap of the ball to clear the line for the quarterback and make it possible for him to move down the line of scrimmage (Diagrams 1 and 2). If the line is outcharged the quarterback will be forced back and the ball will also be forced back of the line of scrimmage.

Since the center's greatest problem is blocking the quarterback should conform his stance and adapt his hand position to help the center. The height of the quarterback's hands will be determined by the center's position and not the stance of the center to conform to the quarterback as is usually the case in T formations. The quarterback's hands go with the center on the charge for about two feet and keep contact with his tail.

The quarterback's hands are held in a different position than most Tformation quarterbacks. His fingers

## The Split-T

By E. P. "CHINK" COLEMAN
Football Coach, St. Mary's High School, Phoenix, Arizona

point to the ground with the heels of the hands together. The fingers are relaxed, feet are evenly balanced, hands level. He thus can move as easily to the left as to the right and is in a better stance and hand position to follow the center. This would not be true if the quarterback was in a position with one hand up and one hand down with the weight principally on one foot. The point of the ball should hit on the heels of the hands and the forcible contact should cause the fingers to close on the ball. Big hands are an asset in this type of handling. This idea is an aid in

tary Academy in Missouri where his football teams won three junior college titles and one national championship.

Last year St. Mary's won the Arizona State High School Championship.

Oklahoma's "forward motion" plan. It is impossible for the center to snap the ball too hard.

The quarterback should take a step in the direction he wishes to go. The step should be forward and out. He gets the ball from the center as he completes this step. The quarterback should reach the hand-off man on the second step outside the tackle. He must drill a lot on this and one of the best drills is to place a helmet on the ground beside the quarterback's foot. To keep from tripping he must then step up and out. The hand-off backs do not line up any set distance

from the line. A 12-second man would line-up three yards back while a 10-second man would be back five yards. Depth is determined by speed. On the hand-off the halfback should not watch the ball — it is up to the quarterback to get the ball to him. If he cannot he should keep the ball, cut in, and make as much yardage as possible. Thus if the play is a total failure he will not lose yardage.

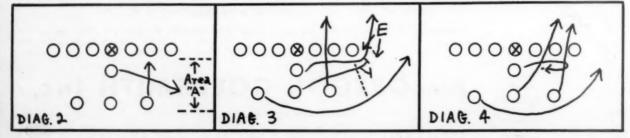
On the optional lateral or keep play (Diagram 3) the halfback must make a good fake and come in close to the quarterback who is on the line of scrimmage. The lateral man must be back 4½ yards. If he is lined up 2½ he must swing back to 4½. The gap between the quarterback and the lateral man must be wide enough so that the end cannot play both and if the execution is right he will play the wrong man each time. If the end is in the quarterback should lateral; if the end is deep the quarterback should fake a lateral and cut sharply up field.

In making the lateral there should be no arm motion as this takes too long to get rid of the ball. Consequently a wrist flip should be used and the quarterback should keep his eyes on the end. The quarterback should practice this so much that he can do it automatically. A good drill for this play is to place a helmet by his feet to make him start forward. At the point where he must make his sharp turn up field three dummies should be placed. This makes the quarterback start forward (helmet) drive out to the dummy on the line of scrimmage, fake his lateral and turn straight up field. The quarterback must not move too fast at this point

(Continued on page 78)

or he cannot make the turn.

Diagram 2. Moving the ball back and forth in Area "A" delays crossing the line with the ball. Diagram 3 is an option play quarterback or the halfback. Diagram 4 is a counter play.



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## **Don't Forget Main Street**

By HARRY LEHMANN
Director of Physical Education, Plymouth, New Hampshire, High School

WITH THE increasing competition for the spectators' dollars and the advent of television, those in charge of interscholastic athletic programs must explore every available means for keeping their teams and schedules before the public.

Normal channels of publicity such as the newspaper, radio, public address systems, posters, and public demonstrations in the form of pep rallies and parades go a long way toward keeping the local school team in the public eye.

One often-neglected medium of placing the interscholastic athletic program before the public is the use of store window displays pertinent to the season at hand.

Merchants are usually quite willing to give over a window for the purpose of advertising a school team and its schedule. The scope of such a window is limited only by the imagination of those who plan it. In planning the window display it is advisable to enlist the help of the merchant who is quite often an expert in setting up window displays.

During football season last year we placed a window display in the window of a downtown grocery store. It attracted a great deal of attention and favorable comment. The center of our display was a torso dummy completely equipped with shoulder pads, jersey and helmet. As a backdrop we used colored paper of the school colors. The floor was covered with football blankets. A trophy, several enlarged action photographs, pictures of the starting eleven and the entire squad, cheerleaders' megaphones, footballs, school banners, pennants and badges, and an open scrapbook, coaching magazines, play diagrams, newspaper clippings, program covers and several posters upon which were printed the home schedule, completed the display.

On one of the footballs the team's record to date was printed with white

Several other items might be used in place of the outfitted dummy. One would be a miniature football field painted on green cardboard complete with yard lines, yard markers and small goal posts.

A tackling or blocking dummy might be utilized. Individual pictures of players, possibly lined up in their regular formation, could be used. Photographs of alumni who have gone on to play college football may be obtained from college publicity bureaus and included in the display.

Such an exhibit also affords the opportunity of showing the public the type of protective equipment used by the team. Hip pads, rib pads, thigh guards, shoulder pads, shoes, helmet (showing interior) and special protective pads, braces, and equipment might be used in such an exhibit. In addition, pictures and diagrams of taping techniques could be shown. This would serve the dual purpose of publicizing the football team and convincing parents that their sons are adequately protected when they go out for the grid sport. It is surprising how little the general public knows about the advances made in protective equipment.

A comparison between old and new types of equipment can be made and if it is felt that the public is not sufficiently aware of the high cost of equipment the price of each item may be included on a tag or sticker. This particular device may be especially useful in areas where the school is experiencing difficulty in obtaining sufficient funds to finance the sport.

In some cases it may be possible and practical to continue the window display for several weeks or even for an entire season. If the display is to continue for some time it should be changed from time to time with a new theme or central idea each time. If several different displays are to be used it may be advisable to use different store windows rather than the same one each time.

Although we have used the window display idea only for football it is equally suitable for other sports and activities.

Basketball lends itself well to this type of publicity. A backboard and basket will provide an excellent center-piece. These may be constructed of wood on a small scale, or possibly heavy carboard could be used for the backboard.

Colorful uniforms, jackets, and warm-up pants all add up to an interesting set. As in the case of football, program covers, pictures, balls and posters can be utilized.

Interscholastic baseball leaders must use every available avenue of publicity to enable that sport to take its proper place in the eyes of the

A baseball display could include a home plate, pitcher's rubber, catcher's mitt, mask, shin guards, and chest protector, fielder's glove, first baseman's mitt, sliding pads, shoes, uniform—including cap and stockings, umpire's indicator and a miniature diamond.

If any former high school players have gone into professional baseball, their pictures, both stills and action shots, would add prestige to the school's baseball program.

A track window display would include such track and field equipment as a javelin, high-jump standards, discus, shot, track shoes, track uniform, warm-up outfit, and measuring tape.

Trophies and individual medals are especially appropriate for a track and field display.

A window display will add impetus to a season ticket campaign for any sport. The merchant whose window is being used may agree to have the tickets on sale in the store.

Not only can a window display be useful as an advertising medium but it can be of great educational value. Comparatively few fans are familiar with even the most common violations and penalties in football and basketball. Information on this subject might be dispensed through a window display.

Photographs, cartoons, drawings, or stick figures of the various fouls and violations as well as officials signals might prove highly informative. Talented students may even be able to construct regular figures to portray these actions. Rule changes can also be brought before the public in this fashion.

A sportsmanship display might be built around a series of slogans. Signed statements from the headmaster and coach urging proper conduct at athletic contests would lend authenticity to a sportsmanship campaign.

A window display is by no means a one-man or a one-department affair. A student committee with representatives from the commercial art, domestic science, and industrial arts classes can help make such a project

(Continued on page 79)

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THE NST TRACK SHOE shown to the right has had a full season's use; the second set of spikes is already well-worn down. Note that the sole shows very little wear and that the heel does not sag. This shoe fitted perfectly on the last on which it was made, indicating that there was no stretching at the heel. Contrast the excellent condition of this shoe with that of the conventional shoe shown below that has had LESS use than this NST Track Shoe.

THIS CONVENTIONALLY-BUILT TRACK SHOE is well made of best quality materials. It has had less wear than the NST shown above, but notice how it has deteriorated. The exposed sole stitching has been worn through, causing the sole to separate from the upper. Note the sagging, drooping heel that has stretched to the point where it will hardly hold the shoe on the foot. Compare this shoe with the NST Track Shoe shown above. Here is positive proof of NST stamina!

This NST Track Shoe has had the equivalent of a full season's use.

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The conventional track show shown here has had less use than the NST shown above.

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## Mass Basketball

By WILLARD SMITH

Basketball Coach, East Syracuse, New York, High School

THE purpose of the game is to have all members of a gym class participate in the game at the same time. The aim of the game is to assist boys (especially in the fourth, fifth and sixth grades) to develop skills in basketball fundamentals.

### Plan 1

To establish the zones of play, the free-throw lines in the free-throw circles should be extended with white chalk (wet chalk when dry is harder to rub off and makes a better line). The two-foot line in the center circle should also be extended across each side of the floor to the sidelines.

A broken line three feet from the end lines forms the receivers' goal zone. If there is a space of only three to four feet between the end lines and the gym walls, that space may be used for the receivers' zones. The area between the extended freethrow line and the three-foot line is the forward zone. The area between the extended free-throw line and the line extending across the center of the floor is the center zone.

The position of the players in the various zones depends upon the size of the basketball court and the number in the gym class. In Diagram 1 fifty boys are playing at the same time. If the court is large, boys may be added to every zone without hin-

dering the game. Two boys should referee and two keep score. Boys should take turns officiating.

The boys in the goal-receivers' area stay in this zone and must not step on any line in receiving a pass from a teammate in the forward zone. Opponents guarding the goal-receivers must stay in the forward zone area but as close as possible in front of the opponent in the goal-receiving area without stepping on the zonearea line. All other players in the forward zone area may move about anywhere they desire in the forward zone but must avoid stepping on any boundary lines. The same applies to the players in the center zones except the two centers who are allowed to go into either center zone at any

Length of Periods of Play: Four periods of five minutes each constitute a game, although by playing six periods, all boys except the centers have the opportunity to play in every zone. I like to instruct the boys in basketball fundamentals before having them play this game.

having them play this game.

Scoring: If a goal-receiver in the end zone standing within bounds catches a direct pass from a teammate in the forward zone and holds onto the ball without dropping it or having it taken away by another player in the goal zone area, two points shall be scored for his team. The ball is then tossed up in the center circle for the tap. No bouncepass shall count as a score. Instead, the ball will be awarded out of bounds at either side line of the forward zone to an opponent who is a player in that forward zone. If the ball is caught off the wall (when the wall is used as one boundary line) no score is awarded and the ball is given to the opponent as described above for a throw in from the side lines.

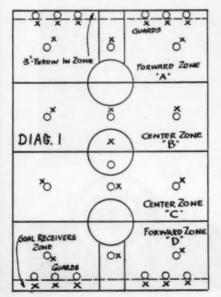
For all personal fouls committed, the center of the fouled team is awarded one free shot from the freethrow line where his goal-receivers are standing. If the free throw is made the ball is taken to the center circle for a jump but if it is missed the ball is awarded out of bounds at the side lines of the forward zone for a pass in by an opponent of the center who missed the free throw.

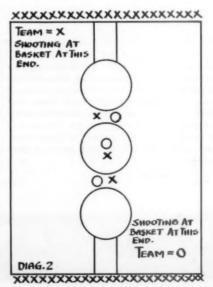
General Playing Rules: As in basketball, traveling or palming the ball is not allowed and the ball is awarded out of bounds to the opponent on either side of that zone in which the rule was violated. Stepping on any boundary line is not allowed and the ball is awarded to any opponent in that zone for a throw in from out of bounds. If a goal-receiver steps on a boundary line, receives a bouncepass, drops a pass to the floor, or passes to a teammate in the goal zone, the ball is given to the center of the opposing team out of bounds in that forward zone at either side line.

No player in the forward or center zones may touch a loose or free ball rolling along the floor in another zone until the ball rolls into his own

All players in the forward zones and center zones, including centers, play man to man and switch men only in cases of necessity. Jump ball situations are jumped at the spot of the held ball.

The players are changed from one zone to another as follows: 1. After each period the boys who are goal-receivers at one end go to the opposite end of the gym and act as guards for the opponents who guarded them before and are now in the goal-receivers' goal line. 2. The boys in the other zones go from one forward zone to another in which case they pass the ball the opposite way than in previous zone. 3. Center-zone players







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go from one center zone to a forward zone, to the forward zone at other end of gym, to the other center zone and end up back in the zone they started in.

Conclusion: I know of no better way to teach the fundamentals of basketball to a large group of boys in the lower grades than by using this mass basketball. I have been able to spot many a boy with basketball ability or athletic ability in general through the playing of this mass basketball.

## Plan 2

Organizing the Class Into Two Teams: The gym class should stand in line along one of the side lines, facing the opposite side line. The shortest boy should be at the extreme right of the line and the boys should line up according to height with the tallest boy at the end of the line.

The first boy at the extreme right of each line should take one step forward. Starting with the first boy in each line, all the boys should count down the line in three's. As three boys from each line play on the court at the same time, boys of same height will be playing against each other.

All boys in the team that took one step ahead should do a right face and follow the first boy as he marches across the end line, down the side line on the opposite side of the floor to stand behind the end line on the opposite end of the floor. The boys should separate as evenly as possible from each other as they stand in back of the end line. The basket at this end of the gym is the one which their players shoot for.

The other team still standing behind the side line now right faces, follows the leader across the near end line and spreads out evenly as the opposing team did at the opposite end.

Starting Position of Boys on Court: The first three boys from each team take positions as shown in Diagram 2. That is, the centers face toward their own teammates standing behind the end lines and the other two players from each team stand one in front and one in rear of the center.

Periods of Play: The first three boys from each team play until two minutes have elapsed after which they go to the end of the line representing their team and the next three boys at the head of the line take their places on the floor.

Regulation Basketball Rules Govern Play: The six boys playing on the court abide by basketball rules governing traveling with ball, lobbing or palming ball, personal fouls, three-

second rule under basket, moving pivot-foot, etc.

End Players Act As Pivot Men: The boys standing behind the end lines at the opposite ends of the gym act as pivot men for their teammates in this way: A boy with the ball on the floor may pass through the air, or bounce pass, to any of his teammates standing in back of the end line who, in turn, can return-pass to a teammate on court either by pass or bounce-pass, providing he does not hold the ball for more than three seconds. If a pass is fumbled and strikes the floor and is then recovered by the same boy or by a teammate in back of the end line, or if a bouncepass is fumbled so the ball drops to the floor and then is recovered, the ball is awarded to the opposing center for a throw in from out of bounds at either side line. Thus the players must keep away when their team-mates have the ball at their end of the court.

No player on court may prevent an opposing player standing out of bounds behind the end line from returning the ball to the court. In fact, I instruct my boys to play man to

WILLARD SMITH graduated from Springfield College in 1924 and later took his Master's degree there. He has been at East Syracuse since 1926 and has coached football, soccer, basketball, baseball, boxing and track at one time or another.

man, guarding their own player all over the floor and only switching with teammates on court if necessary. If a boy behind the end line steps upon the end line in receiving a pass from a teammate the ball is awarded to the opposing center out of bounds at either side line.

If Odd Number of Boys On Either Team: If there is an odd boy on each team he should play with the other three to make four on the floor at one time. If there is only one odd boy on one team, a boy should be selected from one of the previous opposing three to make four on a side. If there are two extra players on each side the five should play at once but the playing time should be increased from two minutes to three.

Before playing this game I usually have the entire class practice the fundamentals that are utilized in playing

## Plan 3

Position of Players: Instead of having the members of the teams standing in back of their end lines acting as pivot men and awaiting their turn on court, I place the two teams on the sidelines as illustrated in Diagram 3.

Scoring: Two points are awarded for a field goal, one for a free throw.

Periods of Play: Two minutes shall be played before three new players from each team replace those playing.

Pivot Play By Players On Sides: Same as for Plan 2 except that if a loose ball rolling on the floor, resulting from a missed pass by one of the six players on the playing court, rolls to the side line with none of the six players on court near it, a pivot player standing out of bounds may reach onto court for the ball and have three seconds to pass it in to one of his teammates provided he does not step into the court or on the side line.

Penalty For Stepping On End Lines: Whenever a player on the playing court steps on an end line the ball is awarded to an opponent standing on the side line near that end line for a pass in.

Pass In After a Field Goal: After a field goal is scored, any one of the three players on court who have been scored upon may take the ball out of bounds behind the end line for a pass in.

Conclusion: For large gym classes this plan will work the best. The boys standing in back of the side lines cannot pass the ball to other teammates standing in back of the side lines.

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Low Cut



Illustration 1. Description of one method of marking balls to be used in "keeping the eye on the ball" drill.

## Watch the

Ball

By GEORGE STROMGREN

Basketball Coach, California College of Agriculture

NE of the most neglected fundamentals in sports where a ball is involved is the training of an individual player to watch the ball. Sports experts agree that in most sports there is a high degree of correlation between outstanding skill and a quick eye reflex, yet very little actual time is spent in practicing this important fundamental. The probable reason is that the eye reflex is very difficult to test or measure and therefore few drills have been worked out to stress and improve this specific skill.

It is a well-known fact that a few highly-talented players have a good natural eye reflex but the majority of the players who reach the top develop their excellent eye reflex through long years of experience and

All coaches know the importance of this fundamental but the extent of training in this skill usually consists of shouting at a player who has committed an error, "Watch the ball – keep your eye on it – keep your head down" etc. Most players know that it is a fatal mistake to take the eye off the ball a fraction of a sec-

Illustration 2. This shows how one of the numbers should appear in catching a football in a marked-ball drill.



ond before catching, hitting or kicking it and although they realize they are doing it, very few know the reason why they are doing it or what to do about it. Most errors with a ball are due to eye distraction and yet the only help a player receives is the well-known cry from the coach, "Watch the ball".

How can a player test himself to find out if he is actually watching the ball? What type of a practice drill can we give to help improve this skill? It is the purpose of this article to pass on a few ideas that have been successfully tried in this field with the hope that they may help answer these questions — questions that every coach has to contend with in his coaching program. In order to have a complete understanding of this problem it is important that we study the manner in which mental tensions affect the eye reflex and cause many ball-handling errors.

In all ball sports there are many tensions that the players and coaches are constantly combating and there is no doubt that the most successful team or player is one that can "stay loose" under pressure. Let us analyze some of the tensions in the various sports and see how a well-developed habit of concentrating mind and eye on the ball can help reduce some of these tensions that interfere with relaxation.

In football we often see a passreceiver go down field on a crucial play and let a good pass, which might

GEORGE... STROMGREN... h a s been head basketball coach and tennis coach at California College of Agriculture since 1935. Last year he also served as end coach for the football team... have meant victory for his team, slip out of his fingertips. This has happened to many a good player and it is usually passed off by simply stating, "He tied up in the clutch".

If we analyze this situation, we will find that a player trying to catch a pass under these conditions is unconsciously thinking of many things other than keeping his eye on the ball. Just as the ball is within his reach, he might become over-anxious and start to run before he has complete possession. He may be thinking how close the defensive man is and how hard he is going to be hit - or how badly his team needs a score and the great importance of the catch. All of these thoughts enter his mind in this short period of time and build up tensions that make him take his eye off the ball and fumble a catch that would ordinarily be caught. If a player in this situation could force all his concentration on following the ball all the way into his arms with his head and eyes, it would tend to close his mind to these other thoughts that tie him up.

This is not as simple as it sounds (Continued on page 61)

Illustration 3. The use of the marked ball in basketball.



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Two objectives inspired the preparation of this book: (1) to improve performance in work and sport, and (2) to make work easy and comfortable. It provides excellent source material for the study of body mechanics and methods of teaching physical education and arthetic activities. It stresses the normal man in motion, only incidentally discussing the abnormal or pathological conditions affecting motion. How ever, the elements of kinesiology necessary for students of the physical, occupational, and corrective therapies, orthopedic surgery and physical medicine are presented. Much of it will also be useful to those in the fields of industry and the military who are endeavoring to fit the man to the task and the task to the man.

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## **Basketball Organization**

By JAMES L. SULLIVAN
Basketball Coach, Somerville, Massachusetts, High School

HERE is a rule at Somerville High School that basketball practice cannot start until the football schedule ends and likewise that the basketball season must end before the baseball schedule begins. It is the intention of the school committee first, that each sport have its own season, and secondly, that the coach of each sport have the undivided attention and co-operation of the players without interference from another sport. We, who are in charge of basketball at the high school, heartily agree with this rule. We feel that the season is long enough as it is. Four months of basketball with the last three weeks devoted to the preparation and playing of the tourna-ments is a long hard grind and leaves everyone quite exhausted. We are on record at the high school as being against spring practice and practice that begins too early. We also believe that our boys should play all sports if they have the ability to do so. We feel that participation in other sports, especially football, tends to make them stronger and better competitors on the basketball court.

Our high school has an enrollment of approximately one thousand boys. It gives us a great deal of pleasure to call out the candidates for this particular sport for we are sure to have at least one hundred and fifty boys answer the call. Some of the schools in the country have fewer boys in their high school than we have report for the first practice. This tremendous interest in basketball began seven years ago when the high school won the state title and was runner-up in the New England tournament. The minds of the boys in the high school and in the junior high and the grammar schools were captured by the inspired shooting and playing of our captain, Tony Lavelli. He can honestly be given credit for the start of championship teams in Somerville. He created such an impression on the undergraduate body that most of their spare mo-ments have been devoted to practicing the game. Baskets and courts sprang up magically around the city. Some were built in the playgrounds by the recreation department, while more were constructed privately and erected in backyards and on trees and lamp-posts. It is quite safe to say that there is at least one basket and several balls on every street in the city. It is common to see basketballs being carried or bounced to school and the boys practicing at noon. It doesn't matter what the season is or the time of day or night, a game or practice session will be in progress. Therefore when we issue the call for candidates we have quality as well as quantity.

This is how we handle this large turnout. We start with the introductions. First myself, then my assistant, then the captain and the student manager. We also have them meet the athletic director and the faculty manager. Next we acquaint them with our rules and regulations. We are to be called "Coach" or "Mister". No smoking is allowed. This is our strictest rule and any boy caught breaking this rule is dropped from the team. Playing on independent teams is forbidden by a rule of the school

JAMES L. SULLIVAN began coaching at St. Clement's High School in Medford, Massachusetts. In 1944 he went to Somerville as assistant coach and last year became head coach. In his first year his team won 23, lost 2, won the state championship and was runnerup in the New England championships.

committee. This is so that the boy's health won't be impaired by too large a diet of games.

We stress the importance of getting good marks and taking the right subjects. We urge them to take good care of themselves by eating the right foods and getting plenty of sleep. We instruct them on the care of their feet and recommend purchasing a good pair of sneakers.

Next, we acquaint them with the time and the days for practicing and then take everyone's name, address; age, height, weight and course of study. This is important information. A chart is kept (once the squad is picked) of each boy's weight and height. It is always of interest to see how a boy will grow during the season and see how much weight he will put on from season to season. The age record is important because of our eligibility rules, for we don't

like to forfeit any games because of somebody being over age.

Knowing the boys' names helps us to get acquainted quicker and helps in the elimination process. The course of study is requested because if we have a likely candidate we urge him to take a college course, if he is not already enrolled in one. The boys who played on the team the previous year, plus all the seniors and boys up from junior high school teams, are assigned to afternoon practice sessions. The rest of the candidates report for the morning session which begins at six forty-five and ends at eight A. M.

The introduction of morning sessions became a must when the group of candidates became so large. It was practically impossible to accomplish anything with the gym so crowded and many afternoons were practically wasted. We merely stole a page from our hockey team which has to practice in the Boston Garden when it can hire an hour or two and this is usually early in the morning. This early practice idea has been a salvation. It means extra work for the coaches for the first three weeks in December at which time early morning sessions end. The idea we work on is that the boys who have been carried over from last year's squad, plus the boys up from the junior high school, will form the nucleus of this year's group. It is our job, however, to see that evervone gets a fair chance to make the team and we are pretty nearly able to give them that chance in the double workout. If a boy shows us enough ability in the morning practice we move him up to the afternoon ses-

Our aim is to get this squad down to thirty-six boys-twelve on the first team-twelve more on the second team-and a sophomore group of twelve members. No senior is allowed to play on the second team. The final cut is made just before our first game which is in the first week in January. From then on we play two games a week and practice two days a week without any break in our schedule, right up to the tournament week. Our second team plays preliminary to the first in all regular games, while the sophomore's have a schedule of their own.

We make our afternoon sessions (Continued on page 69)



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## **Build Your Own** Sideline Markers Whirlpool Bath

By JERRY D. HOOPER Assistant Football Coach Scottsbluff High School, Nebraska

FOOTBALL coaches who would like to have a new set of attractive, safe side-line markers for their football field can have them for between \$10 and \$20. At Scottsbluff, Nebraska, last summer, we were in need of a new set of football markers and I decided to experiment a bit. The result was a set of markers that were safe, attractive, and were visible

from all angles.

With the idea of safety in mind, I decided that rubber would be the logical material to use in the construction of the markers. I procured a junk tire to make a trial model. By cutting the tire through in one place and then turning the tire inside out, I found that the side walls became flatter and stood erect. After turning the tire inside out, holes were drilled in the tire and then it was bolted back together.

I painted the tire white and a local sign painter added the black numerals. During this process, the idea of putting numbers on four sides of the markers instead of the conventional two sides occurred to me. This has been one of the best features of these markers since they can be seen from all angles regardless of where any spectator is sitting

in either stadium.

The outcome of the trial model made last summer was a complete set of markers made at Scottsbluff at a cost of \$10. We were able to procure the junk tires at no cost to the school. Junk tires have no value except as fuel. We spent about \$2 for stove bolts and about \$8 for paint.

In cutting through the tires, we found that the best method was to cut the beads of the tires with a large bolt cutter, and then used a sharp knife to cut the tire between beads. It was found that the knife would cut better if kept wet. The tires were turned inside out on a tire inspecting machine at a local tire shop. This machine was operated by compressed air and very little difficulty was encountered here in turning the tire inside out. We then used an electric drill to make quarter inch holes to enable us to bolt the tires together.

To cut, turn, and bolt 22 650 x 15 tires together, took myself and



four boys three hours. Our student managers applied the white paint. Two quarts were required. The tires were then numbered by a local sign painter who voluntered his services. It was found that numbers 12 inches in height could be used. The numbers were painted with black paint which, on the white background, showed up very well.

The advantages of these markers are obvious. First and most important, they are safe. Four different football teams played their schedules on our field. Not one injury was encountered as a result of these markers, yet they were hit by many different players in many different ways. Second, they were attractive. Lined

(Continued on page 79)



By RICHARD PAGE Athletic Director, Ithaca, Michigan, Public Schools

OLLEGE coaches and trainers have long recognized the value of the whirlpool bath in caring for the injured athlete. Equipment for giving this same care and treatment can be had for the high school athlete, even in the smallest of high schools, for an expenditure of not to exceed \$50.

Through the courtesy of Jack Heppinstall, trainer of Michigan State College athletes, I was permitted to take one of my boys to the college so that he could be treated with a

whirlpool bath.

It occurred to me that such a piece of equipment could be constructed and be made available for daily use if needed in our own high school

athletic plant.

Within a few days time, I was able to collect the necessary parts and with the help of Olin Teachout, shop instructor, to build and put in opera-tion a whirlpool bath that meets the needs. The cost was less than \$50.

To build it we secured the following parts: 1/4 h.p. single phase electric motor - \$13.95; 1/2 inch centrifugal pump (696 gallons per hour) \$15.75; 100 gallon Butler Water Tank (galvanized) - \$16.78; 25 foot garden hose with nozzle - \$3.45;

Total Cost: \$49.93.

We connected six foot of hose to a hot water supply tank and six foot to a cold water line enabling us to get a mixture of any desired temperature. To operate it we fill the tank to the desired water level and then secure the rotation of the water by means of the motor and pump which are connected by a 4-inch single step pulley.

One length of hose sucks the water out of the tank into the pump and another shoots the water from the pump back into the tank. The whirling motion is secured by means of the nozzle on the end of this hose.

We removed the outside of the nozzle and drilled a hole in the end of the core to make it act as a reducer. This gives a very strong whirling motion to the water when directed against the curve of the tank.

This bath is large enough for a person to sit in enabling treatment

(Continued on page 79)



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## Introspective Scouting

By JOE M. BLOUNT Football Coach, Hughes Springs, Texas, High School

A T Hughes Springs, Texas, a small class B high school, we employ an introspective type of scouting. That is, we scout our own team in a number of ways and try to alleviate the mistakes that we find. Our theory is that a well-coached team can very quickly sense the slightest deviation from the normal and know how to cope with the situation. In other words we do not scout our opposition.

One never realizes what he can do without until he is forced to do without. If we had an array of competent scouts we would certainly use them, but we do not have them. This is the case in many of the smaller towns all over the country. Only an experienced and advanced student of modern football can bring in an adequate job of scouting.

To utilize introspective scouting to its maximum extent it is paramount that the players know how to run off of and understand every formation. They should be acquainted with the various T and single wing formations, the punt, Z, Notre Dame Box, etc.

## Every Player a Potential Coach

All of the squadmen should know the weakness of the various types of defense and the type of plays to which they are vulnerable. We teach every aspect of football just as we would teach about the universe, plants, animals, natural resources, etc., in a General Science course. Our objective is to make every player a potential coach on the field. The boys are motivated by knowing that they can react successfully to any given situation that the opponents might offer.

The school has no time allotted for the teaching of football so we hold skull practice an hour before school each morning. Our laboratory is on the practice field and lasts from two-thirty until dark. We realize that there is no easy way to play football so we work, work, and work in an effort to compensate for the limited facilities in class B football.

For scouting purposes we use three different kinds of charts: An offensive scout sheet, (Table 1), a defensive scout sheet, (Table 2) and an individual scout sheet.

My offensive scout sheet is patterned from coach Stan Lambert's Quarterback Game Chart. Mr. Lambert developed this chart while at Austin High School. He is now Head Football Coach at Lamar College in Beaumont, Texas.

The offensive scout sheet is one of

JOE M. BLOUNT played high school football at Gilmer, Texas and college football at the University of Texas under Dana X. Bible. An article by Mr. Blount entitled "The Short Punt" appeared in the May issue.

the best aids to good quarterbacking, and by making proper use of the Remarks section a coach can have a storehouse of information revealing the boys good and bad points in a game. We want to introspect our defense just as we do our offense so we

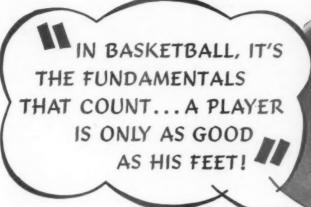
have a defensive scout sheet to use while the other team has the ball. I keep both of these charts during a game with the assistance of our senior manager. If I find a boy sucking in while on defense I make a note of this in the *Remarks* section and try to correct his style of play next week. A review of these charts on Monday with the squad helps the boys see what defenses are best in certain situations and also tells them the best plays to use against the various defenses.

## A Scout for Each Player

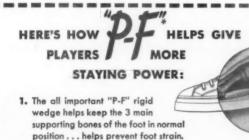
It is impossible for a coach to see everything that takes place on the field so I enlist eleven townsmen to help me with the individual scout sheet. One man, for instance, will scout our right guard and will write down on this sheet what this player does on every play — offensively and defensively. From these gentlemen I

## TABLE 1 OFFENSIVE SCOUT SHEET

Pos. on Field	Down & Distance	Play	Runner	Gain or Loss	Defense	Remarks
Kick Off		Lumpkin	Returned From 20 to 35 Yd. Line		Poor Blocking	
H 35 (M)	1 - 10	35	Witt	+ 7	6 - 2	Rt. guard not gettin thru the hole
H (L)	2 - 3	54	Davis	+ 5	6 - 2	Poor Spin & Fake
H 47	1 - 10	36	Witt	+ 2	6 - 2	Missed the End—He' Better than Rt. End
H (M)	2 - 8	131	Witt	+ 1	6 - 2	Missed the trap- hand off sloppy
50 (M)	3 - 7	Pœss ×	Davis to Boughner	Inc.	7 - 2 - 2	Note defense use on suspected pass
50	4 - 7	Punt	Davis	Went Out on 25	6 - 2	Not enough protection—kick too slow
B (L)	1 - 10	Poss 36	Witt to Welch	+ 28	6 - 2	Good—not expectin
B (M)	1 - 10	54	Davis	- 1	8 - 3	Why run 54 when men are sitting i 4 hole
B (M)	2 - 11	54	Davis	+ 1	8 - 3	Have you noticed de fense, 54 not the pla
B (M)	3 - 10	Pers 5	Davis to Lumpkin	Inc.	5 - 3	The defense ou quessed you—no hus tle
B (M)	4 - 10	Fake Pass 5	Witt	+ 8	6 - 2	Nice fake, Clark' block would have cleared you
B (Rt)	1 - 10	38	Witt	No Gain	5 - 3	Good play against of five, but too near side for 38
B (Rt)	1 - 10	54	Davis	No Gain	5 - 3	Play won't go-can' handle their L.Tackle



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## TABLE 2

Pos. on Field	Down & Distance	Our Defense	Tackler	Gain or Loss	Type Play	Remarks
B (L)	1 - 10	5 - 4	Lumpkin Currey	+ 2	Ott Tackle	O. E.
B 27	2 - 8	5 - 4	Davis Welch	No Gain	Criss Cross	Nice defensive work Welch
B 27	3 - 8	4 - 4	Goolsby	- 2	Pitch Out	Luker not covering his territory properly
B (M)	4 - 8	6 - 2	Witt takes punt on our 40—run back 20 yds.			Punt return sloppy— Price out of shape
B (M)	1 - 10	7 - 2 - 2	Reeder Lumpkin	+ 2	Off Tackle	Cyrus standing straight up to charge
B 4	2 - 8	5 - 4	Luker McEntire	+ 3	Off Tackle	L. Half coming up
B 7	3 - 5	6 - 2	Anderson	+ 2	Q. B. Sneak	Why change out of pressing defense
B 9	4 - 3	6 - 2	Punt to Witt; runs back to Bogota 25			Block the kick, don't pull punt return
	ughes Sp. S	cored (6-0) 1	Davis kicks to	Bogota 10	-Runback	of 15 yds.
B (Rt)	1 - 10	4-4	Witt	+ 28	Pitch Out	End crashing with no linebacker support
H (L)	1 - 10	6 - 2	Luker	+ 8	Q. B. Sneak	Guards charging too
H 40	2 - 2	5 - 4	Witt	+ 30	Pass	End down behind Lu- ker, line not fighting
H 10	1 - 10	8 - 3	Davis Lumpkin	+ 5	Off Tackle	Spacing not right, gap between Gools- by & Cur.
H 5	2 - 5	8 - 3	Lumpkin	+ 3	Off	Gra still there

am able to discover and help the over-anxious player who is drawing off-side penalties, the blocker who holds unintentionally, the boy who does not know his assignments, and I can replace the loafer with a boy that is more interested in playing football.

In one game the offensive scout sheet and the individual scout sheet reported that our blocking back was dropping his arms on blocks. For three consecutive plays the red flag went down and we were penalized forty-five yards. Altogether he drew a grand total of seventy-five yards. This is another good feature of introspective scouting: it not only reveals the players' mistakes, but it shows the coach what a poor job of coaching he is doing sometimes. We went to work on this boy the next week and taught him how to block correctly. As a result there were no more holding penalties that season.

I believe that a combination of introspective scouting and sending out trained personnel to scout one's opponents pays great dividends. I know for certain that introspective scouting is a way of scouting for the small school coach.

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## **NEW BOOKS**

Track and Field Athletics, by George T. Bresnahan and W. W. Tuttle. Third edition. Published by The C. V. Mosby Company, St. Louis. Five hundred pages. \$5.00.

This is the famous textbook on track and field revised and brought up to date to include the newest methods. New illustrations of ideal form for the pole vault based on a study of the world's champion clearing the bar at more than 15 feet are included. A new "Rate of Speed" chart for both the middle distance and distance runs was necessitated by the constant increase of speed by athletes throughout the world.

The latest findings relative to the track diet are reported and a discussion of the use of cold packs to reduce fatigue is included.

This latest edition lives up in every way to the previous editions. Track coaches should not be without it.

Preventive and Corrective Physical Education, by George T. Stafford. Revised edition. Published by A. S. Barnes and Company. New York. Three hundred and twelve pages. \$3.75.

The author has herein attempted to present the modern concepts of the therapeutic exercise phase of physical medicine in the prevention and correction of common handicapping conditions.

The aim of this volume is to furnish adequate information and guidance for giving the handicapped individual the proper type and amount of physical education to meet his needs and capacity. Emphasis is given to the necessity for prevention of handicaps, for protection in cases where correction is either impossible or inadvisable, and finally for corrective measures as they fit the individual case.

Sherar Football Scorebook. Published by Archie P. Sherar. P. O. Box 808, Spokane 3, Washington. \$2.00.

This scorebook permits the scorer to record every possible occurrence on the field of play quickly and simply. There is also space for such summaries as total plays, total gain, total loss, net gain and average.

This scorebook has been commended by such coaches as Kerr, Anderson, Crisler, Neyland, McMillin and others. It is available through Rawlings Sporting Goods stores, independent dealers or direct from the publisher.

Seal-O-San Basketball Coaches Digest. Published by the Huntington Laboratories Inc., Huntington, Indiana. Price: 25c. Free to coaches.

This collection of twenty-eight basketball articles will be well-received by the coaches who have read the digest in the past. Such famous authors as Bud Foster, Hank Iba, John Bunn, Cliff Wells, Eddie Hickey and Ben Carnevale are included. The articles cover all phases of the game: fundamentals, defense, offense, and a group entitled Coaches' Clinic. This is a must for the basketball coach.

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Kinesiology, by Laurence E. Morehouse and John M. Cooper. Published by the C. V. Mosby Company. St. Louis. Four hundred and thirty-five pages. \$4.75.

In writing this textbook the authors were motivated by two objectives: 1) to improve performance in work and sport, and 2) to make work easy and comfortable. The scientific study of body movements was written mainly for students of athletics, physical education, and therapy. This book may be used as source material for the study of body mechanics and methods of teaching physical education and athletic activities.

The book is profusely illustrated and there are excellent photographs of all sports.

Winning Basketball Plays, edited by Clair Bee. Published by A. S. Barnes and Company, New York. One hundred seventy-six pages. \$3.00.

Between the covers of this book are gathered 300 basketball plays originated by 75 top-flight coaches. Among those included are Adolph Rupp, Ed Hickey, Nat Holman, Hank Iba, Pete Newell, Fordy Anderson, Harry Combes, and Cliff Wells.

The book is divided into five parts. The first part deals with attacking the man-to-man defense; part two with attacking the zone; part three the fast break; part four with jump ball plays, and part five with out-of-bounds plays.

This is an impressive collection of basketball coaching wisdom.

Know your Canoeing, by La Nore Morehouse and Leonard Fancher. Published by American Canoe Association, 8224 South Woodlawn Ave., Chicago 19, Illinois. Forty pages. \$.50c.

This pamphlet was published to

"promote a better understanding of the safety and handling of canoes." It includes the correct methods of entering and launching a canoe, how to effect a self rescue as well as the various paddling strokes.

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The booklet is clearly written and contains illustrations.

## Watch the Ball

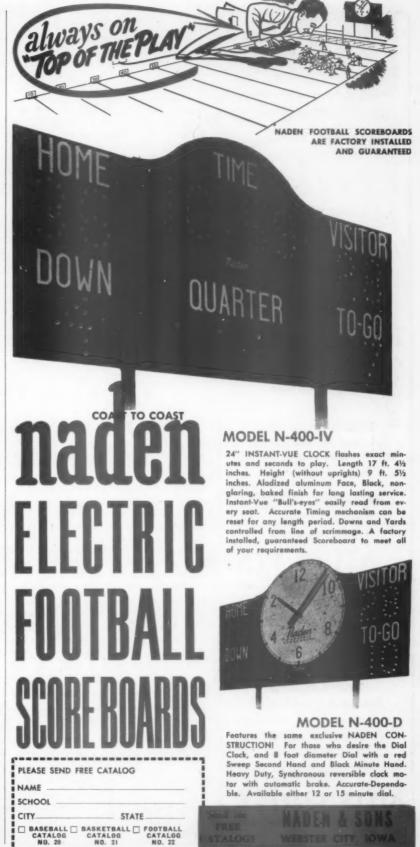
(Continued from page 50)

and it takes a lot of proper training and direction by the coach together with a lot of practice and concentration by the player. All pass-receivers should not only have a great deal of practice in just catching the ball but should be made to concentrate on following or watching the ball while catching it. Players must be made to do this over and over until they form a mental habit of watching the ball so that they will be able to do so under all conditions. The more tense the situation and the more difficult the catch, the more a player must make himself concentrate on watching the ball.

A simple, satisfactory test that may be used is to mark the ends of a football (Illustration 1) with letters, numbers or colored dots. If the ball is caught properly, one of the figures will appear as shown (Illustration 2). In catching the ball, the receiver must follow the ball into his hands and upon completion of the catch, call out the first number he sees before passing the ball on. In early season drill, it is a good procedure to have all ball-handlers practice with the marked ball about ten minutes a day until they have developed a mental habit of watching the ball. At first this drill may seem very slow and awkward, but with constant practice the eye reflex will speed up and the catching ability will improve.

During the season if a receiver is having trouble holding on to the ball, it is a good idea to make him practice a few minutes with the marked ball to remind him of the importance of "watching the ball".

In basketball, the problem of eliminating ball-handling errors is very similar to that in football, but the task is more difficult due to the speed of the game and greater degree of ball-handling. A lot of work and time is spent in teaching proper passing fundamentals when many of the errors are due to poor catching. I firmly believe that any pass within the reach of a player should be caught if this player has been properly trained in watching the ball. Some passes are more difficult than others



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to catch and the one that is missed most often in basketball is the low pass directed at the knees. The main reason for this common error is that a low pass is very difficult to watch. The player does not know how to watch it properly and therefore lacks confidence in making this type of catch. There is no reason why this pass should be missed more than any other if, as previously stated, the player could be made to realize that the more difficult the catch, the more he must concentrate on following the ball.

In general, coaches insist in practice that all passes be made shoulder high. This is good coaching, but there is some weakness in this method because these passes can be caught without watching the ball very closely. If a player catches good passes in practice he is liable to become careless in following the ball and when a difficult catch is required that depends upon watching the ball very closely he is unprepared to do so and a costly error is made. A good passing drill a few minutes each day with the marked ball (Illustration 3) with special em

phasis on low passes will do much to improve a team's ball-handling ability

It is my opinion that there is a tendency today for many coaches to over-coach players by insisting on teaching all the fine techniques of proper form while overlooking this important factor of watching the ball. Some time or other every good ball player goes into a hitting or catching slump, and this always presents a baffling problem to the coach who is trying to bring him out of it. In some cases the coach will try to make changes in the player's form or meth-od of execution. These are usually not the main reasons for his difficulty and merely add to his confusion and worry. His condition is probably caused by an accumulation of mental tensions that have taken his concentration off the ball. When this happens there is a sharp reduction in over-all co-ordination and efficiency. A simple drill such as that of using the marked ball to force attention back to the ball will improve ballhandling more than any other meth-

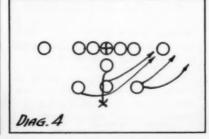
## **Illinois T Formation**

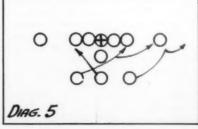
(Continued from page 9)

In Diagram 2 the action features one halfback carrying a play or faking to the middle of the line while the other two backs fake or run an off-tackle play or end run with the threat of a pass as the quarterback fades to his passing position. This offensive action is fast striking and deceptive, featuring three threats. It may also be employed with a manin-motion or flanker and also has fine possibilities for counter plays away from the action.

Number 3 is a diagram of the crisscross type of attack, which includes four threats, that is (1) the halfback runs to one side with the possibility of an off tackle or trap play, (2) the other halfback runs to the other side with the same threat, (3) the possibility of a pitchout to the fullback or an end run, and (4) the quarterback fades back with the threat of a pass. This offense does not strike as quick as the other two but it will make for a lot of defensive problems because of the speed and deception with which the total cycle of plays may be executed.

In Diagram 4 is depicted a power type of T action used with or without pulling linemen with the lead halfback striking at the point of attack or swinging wide for deceptive purposes. Many of the teams in our section of the country have employed this type of action with great success during the past few seasons. While its deception does not rank with the above three, it does strike powerfully at one side or the other of the opponents' line and this, coupled with the passing threat, makes it a dangerous offense. Many of the teams that use this action em-





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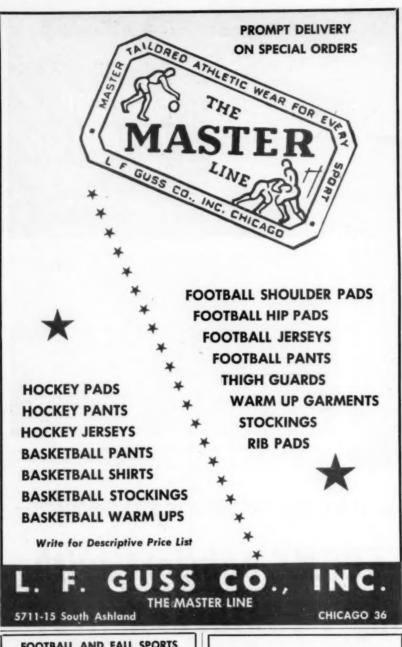
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ploy a very fine conception of pass patterns which unload their receivers to one side or the other for a fine attack. Counters may be employed by delaying the halfback and fullback and bringing them back against the action. Men in motion or flankers may also be used with much success.

In Diagram 5 is shown a type of backfield action in which the full-back is constantly employed in a counter action with the two half-backs going towards the other side of the line. This, along with the quarterback fading for the passing possibilities, makes it a triple-threat action. Fast-striking power plays for the fullback will tend to balance the halfbacks' running possibilities.

There are many other actions that may be employed by the coach building a T formation offense, but we feel that the above are some of the important ones. As we have said before, the basis for the selection of these actions is entirely dependent on one's backfield potentialities and therefore must be used to fit the material at hand. To be sure, many of these actions may be employed with one type of line blocking, which would of course minimize the number of assignments to be learned by the linemen. In other words, whatever one's scheme of off-tackle blocking may be for one type of action could well be employed for any other actions one wishes to use.

There must be, insofar as possible, a definite tie-up or connection between the running attack and the passing attack. It is felt that in order to get the most efficiency from each of these attacks, they must be linked. closely together in action and function. A simple passing attack well executed and tied in well with all offensive actions is much superior to an elaborate passing scheme that has no connection with the total attack. Care must be taken to use passes from the straight T formation as well as from the T with the flankers or manin-motion.

The passing attack, in order to be well balanced and efficient, should be able to function effectively against the man for man and zone defenses. Against the man for man, the receivers must be taught individual fakes in order for the pass-receiver to free himself from the man who is covering him. This must be practiced assiduously and it will pay big dividends. A few passes designed to flood certain zones will tend to place a burden on the zone type of defense and thus a well-rounded attack should include this type of pass. One of the most difficult passes to defend against

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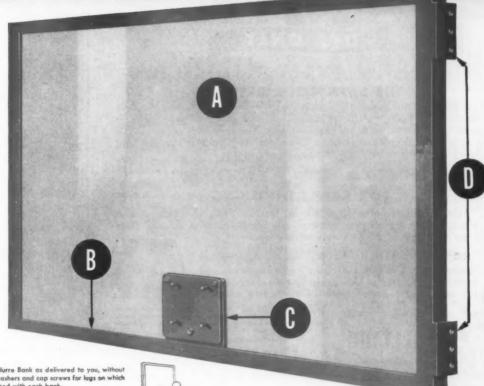
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is the running pass. It is usually hard to teach and to execute but when learned well it is an effective instrument for gaining yardage and causing the defensive team much concern. ing

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It is well to have counter plays to the passing attack; that is such plays as delayed trap plays, fake pass and run, statue-of-liberty plays and the like. These, too, should be tied up in the total offensive action. These plays will tend to make the passing attack more effective.

## **Illinois Line Play**

(Continued from page 12)

up the field so he can run interference. We insist that the linemen pulling out of line keep their feet spread to maintain their balance while run-

ning.

All of the blocking we teach in the line, with the exception of the cross-body block, is shoulder blocking. Whenever a defensive lineman plays straight ahead of an offensive lineman and he wants to turn him to his left, he should make a quick. sustained block with his left shoulder. This maneuver is accomplished by shooting his left shoulder into the thigh of the opponent's left leg and coming up simultaneously with his left foot. His left shoulder will hit an instant before his left foot hits the ground. The linemen should drive his head close with bull-neck to the opponent's thigh in order to get full, solid shoulder contact. The left arm should be used by bending and raising the elbow slightly below shoulder level, the hands holding the jersey chest high. The blocker must keep his eyes focused on his opponent and when he gets contact he should follow up fast with short, powerful digging steps. His feet should remain spread in order to keep proper balance. As he gets contact, his shoulder may slide up the thigh of the opponent. When blocking an opponent to the right, contact should be made with the right shoulder.

In a situation where the defensive lineman plays the offensive lineman's left shoulder and the offensive lineman is trying to block him to his left, he should block his opponent with his right shoulder and with his head in front of the opponent. The illustrations in series K show this block which is known as a reverse shoulder-block. The offensive blocker, however, is blocking a little too

low on his opponent.

Check blocking is used in filling or plugging the gaps left by players

pulling out of the line. Check block-

ing is very important and cannot be stressed too much. To check-block effectively the blocker must know the play and be prepared to execute the different blocks, depending on the position and play of the defensive lineman.

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We use three different blocks in check blocking, (1) cross-body block, (2) reverse shoulder-block, (3) shoulder check.

In executing the cross-body block the blocker steps and pivots on his inside foot, crosses his body in front of the defensive lineman and thrusts his hands to the ground. His head should be up and eyeing his opponent. When he gets contact with his opponent, he should keep his feet spread and working and attempt to apply a knee hook with his outside leg. It is important that the blocker keep the inside leg straight to be used as a brace.

Against a hard-, fast-charging defensive lineman we use the reverse shoulder-block in filling the gap.

Whenever the defensive man moves laterally we use the plain shoulder block in filling the gap.

With the various defenses being used against the T formation it is essential that the lineman know whether he should use a straight shoulder block, cross block, or change assignments with a lineman and get one of the linebackers.

The illustrations in series L show a quick-opening play between the defensive left tackle and defensive left guard of a normal six man defensive line. The offensive right tackle drives the defensive left guard in. The of-fensive right guard steps back with his right foot and then goes to his right and blocks the defensive left tackle out. It is important that the offensive right guard look at the de-fensive left tackle to see if he is charging straight across the line of scrimmage, slanting in or waiting on the line of scrimmage. By watching the defensive tackle, the offensive guard should get the angle so he can block the defensive tackle.

We use some double-team blocking, especially on trap plays where we want to take one defensive lineman clear out of the play. In executing a double-team block we have one offensive lineman set up the defensive lineman by driving his head, bullneck, into the crotch of the defensive lineman. The other offensive lineman does the turning by hitting the defensive linemen with his near shoulder.

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for the forward passer, we have the protecting lineman step back and try to force the defensive lineman to the outside. He should hit with one shoulder, keep his head in front of the rusher, have his feet spread and make use of the defender's onrushing speed to force him away from the passer. Each offensive lineman must know the area which he is protecting for the passer.

Downfield blocking is very important in making extra yardage with the T formation. On every quickhitting play a back is apt to go all the way with some blocking down the field. We use the shoulder block and teach the lineman to keep his feet and remain on balance. Each lineman has to be impressed with the importance of downfield blocking.

We also work a great deal on punt protection with the lineman. Too many games are lost on a punt being blocked. We use the shoulder block when protecting for the punter.

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# Optional-Flip Plays for Six-Man

(Continued from page 28)

execute either one perfectly on every try. Once the quarterback has mastered this fundamental the optionalflip plays may be taught to the team.

The formation used for optional-flip plays is a semi-T. The players line up as shown in Diagram 1. The two ends play close to the center, foot to foot. The quarterback takes a position about six or eight feet directly behind the center. The halfbacks line up approximately eight feet apart and three feet behind the

quarterback.

There are only two holes in this line, one on each side of center. Ordinarily the defensive center prefers to play slightly to one side of the offensive center, plugging one hole tightly and leaving the other quite open. Because he doesn't take his final position until after the offensive team has come out of the huddle, the defensive center oftentimes plants himself in good position to make a tackle. For this reason our signals are made half in the huddle and half after taking formation.

When calling for the ball the quarterback should call "Hike, one, two, three, four . . ." if the play is to go through the left hole or around the left end and "Ready, Hike, one, two, three, four . . ." if it is to go to the right. Not once, during an entire season's play, did our opponents catch

on to this simple system.

#### Optional Line Plunge

In the huddle the quarterback says: "Optional line plunge on three." The team breaks and lines up in formation. If the defensive center lines up to the left of our center the quarterback calls: "Ready, Hike, one, two, three, four . . ." As he says "Three" the play starts. Diagram 2 shows the assignments of the various players. Both ends block out; the center blocks to the left; the left half-

back goes through the left side of the line as if he has the ball, then blocks the safety man to the right. The right halfback receives a shovelpass from the quarterback and goes through the right side of the line, cutting to the left and on downfield. This play almost always gains yardage as the ball usually gets past the line and into the secondary defense.

On the other hand, if the defensive center plugs up the right hole, the signal is "Hike, one, two, three, four . . ." and the assignments are as Hike, one, two, three, shown in Diagram 3. Both ends block out; the center blocks to the right; the quarterback fakes to the right halfback and flips back to the left halfback, his body helping to hide

**G**EORGE L. HENDERSON served in the Navy as a recreation officer. He graduated from the University of Illinois in the upper tenth of his class. He has coached basketball, baseball, track and six-man at Mansfield for three years.

the ball from the defensive team. The right halfback goes through the right side of the line as if he has the ball and then blocks the safety man to the left. The left halfback takes the flip, goes through the line, and cuts to the right and downfield.

These are not power plays, as may be seen by the blocking assignments. Their success lies in deception. When alternated or mixed, the two optional line plunges can make many a first down.

### Flip Line-Plunge

In the huddle the quarterback calls for a "flip line-plunge on four." The rest of the signals are exactly the same as for the optional line plunges. In this play the quarterback does not pivot but flips from a straight-ahead position (Diagram 4).

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The signal is "Ready, hike, one, two, three, four . . . ". The right end blocks out; the center blocks to the left: the left end blocks the safety man back and to the left; the right halfback goes through the hole and blocks the linebacker to the right; the left halfback cuts behind the quarterback, receives the flip, and follows the right half through the hole, cutting straight down the field.

Conversely, for a "hike, one, two, three, four . . ." signal, the play would be as shown in Diagram 5. The assignments are similar to those for the flip line-plunge to the right only the other halfback carries the ball and the blocking is the other way. The quarterback's flip is exactly the same and he again blocks the charging defensive center.

### Optional End Run

The optional end run is very much similar to the flip line-plunge only the ball-carrier goes around the end instead of through the line. Diagrams 6 and 7 illustrate the assignments and, of course, signals follow the usual

As to game strategy, line plunges, both optional and flip, may be used to draw the defense in close. End runs employed after these will be very effective.

These few running plays, combined with several good passing plays and a quick kick, can do much toward making up a well-balanced offense in six-man football.

# **Basketball Organization**

(Continued from page 52)

about two hours long with no loafing. We do a lot of running in these workouts and spend considerable time on the fundamentals of the game. We make our practice scrimmages as realistic as possible by keeping score and time and engaging qualified referees. This is good practice for our managers who keep the score and time during the regular games.

The fundamental we consider to be the most important is shooting and we spend hours practicing this in all its phases. We also have some settingup drills which take about five minutes a day and which we continue every practice day of the season.

We had only one injury last sea-



son serious enough to keep a boy from playing in a game. We feel our exercises had much to do with this record.

Like every other team in the country we have a few jump plays, some out-of-bounds situations and a system of attack against the man-to-man and the zone defenses. We honestly feel, however, that our attempt to master the fundamentals and to be in top physical condition, plus the great desire the boys have to excel in this game and to win, gives us the edge over the other teams in our area.

We pay a lot of attention to the appearance of our team. Each boy is individually fitted for his uniform and warm-up suit and measured for his sneakers. These uniforms are hung up after the game by the managers and are sent out for cleaning before the tournament. We are also particular about the boys' appearance off the court and like to have them neatly dressed. We feel that it is important to look like a champion as well as play like one.

We lay a lot of importance on the choice of a captain. We have a great record at Somerville High for each succeeding captain to shoot at. In 1944, Tony Lavelli was captain of our team and he went on to become cap-

tain of Yale University and an All-American. Charlie Diehl succeeded him at the high school and became captain of Northeastern University. Kenny Goodwin came next and he became captain of Rhode Island State. Al Perry went to Tufts College and became their captain and he is being succeeded at Tufts by Jim Mullaney, who was also a captain at the high school. We have had many excellent captains and it gives the next boy something to shoot at and the coach something to hold up before him.

Another factor that helps us win games is the enthusiastic student body and the group of cheer leaders who are tops in their field. We also get a great deal of co-operation from the faculty-including the principal. It is not uncommon to see a good number of teachers present at most of our games. We also get excellent co-operation from the city government which has provided us with a good gymnasium. This is a most important requisite to championship basketball. The game as it is played today cannot be played well and players cannot be developed in low-ceilinged, poorly lighted, abbreviated gymnasiums.

Another thing that has helped to make championship teams at Somerville is a grateful public. For the last seven years, by public subscription, sums of money up to as high as three thousand dollars has been raised to reward the team. Gifts of watches, sweaters, a banquet or two and a week's trip to New York or Washington is almost sure to follow a championship season.

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I have endeavored to set down on these pages the reason basketball clicks in Somerville. It has been my intention to show that winning championships is a combination of many things, including a little luck. I don't believe any coach has a secret formula. Some are more fortunate than others in having good material and good working conditions and in most cases that makes the difference between a winning and a losing coach.

# **Championship Drills**

(Continued from page 26)

defensive stance. The coach can use as many bags as is feasible for this drill because he can move quickly from one set-up to another. The player holding the bag should tilt the bag forward to simulate a crouched lineman.

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Explanation of the Drill

The player will line up in front of the bag in his defensive stance. On the initial charge the player will come up with the back of his hands and forearms, hitting the bag and

straightening it up.

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In the follow-through the player should use his hands to get rid of the blocker and go toward the play. This must be done quickly after the initial contact has been made. The player should not wrestle his opponent. His initial charge must be one that straightens up his opponent.

After he gets by the blocker he must be in good position to meet the ballcarrier. This defensive maneuver is used only on occasion, not regularly.

### Timing Drill (Illustration 9)

The purpose of this drill is to run the offensive formations without the danger of injury, but at the same time to gain much of the needed timing. This drill is especially good when running plays in order to concentrate on the play rather than physical contact.

The bags should be lined up in a simulated defensive situation, using a five-, six- or seven-man line or other

pre-determined defense. One man holds each bag. Explanation of the Drill

This drill may be worked effectively with three teams.

To start the drill, one team holds the bags in a defensive formation, one team runs a play, and the other team huddles.

When the play is finished all teams change positions, the team that held the bag huddles, the team that ran the play holds the bags and the team that was in the huddle now runs the play.

During this drill the players should concentrate on: (a) proper "get-off"; (b) perfect execution of the play; (c) proper technique in individual blocking assignments; (d) bringing the bag across the line of scrimmage (defensive man's responsibility).

#### Splitting the Seam (Illustration 10)

This drill is to practice getting between two offensive linemen.

When a player is referred to as "playing the seam" it means that he is situated between two charging linemen. Two bags should be lined up next to each other to simulate two offensive linemen.

The players rotate after each drill, i.e., if a boy holds the bag once he should then take a turn practicing the maneuver. The coach can



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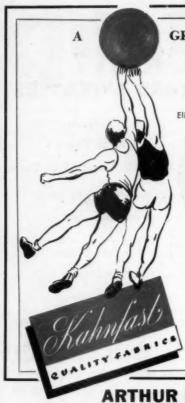
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Explanation of the Drill There are at least four ways for the player to handle this situation: a. He can concentrate on one of the men and hit that man with a straight shoulder charge. b. He can use a dip charge. This is done by charging low between the two bags, the object being to knock the feet out from under both opponents at the same time (very hard to accomplish). c. He can knife between the two, turning his body edgewise in an at-tempt to split the "seam" and slide through the narrow opening.

d. He can use the double co-ordination movement. This is done by lining up in front of one opponent and on the first move directing his force at another.

The next step is back at the other opponent and the third step is to the ball-carrier. The purpose of the move is to fight the pressure.

> Tackling Drill (Illustration 11)

This is used mainly as a warm-up drill, before actual contact is made. Tackling will improve greatly after this drill because the players gain a lot of confidence when they do not work against "live" competition all the time.

Players pair off, one boy holding the bag on the ground and the other lined up in front of it. The players rotate after each drill.

Explanation of the Drill

The coach can line up as many bags and as many boys as he can handle. The boys should come up to the bag and use a right or left shoulder tackle. They should drive right through the bag or use a rolling motion after the hit to bring the bag down on top of them.

The boys should be started one yard away from the bags and gradually moved back until they are five and

ten yards away.

Spirit is a dominating factor in this drill and if the coach keeps the boys hustling they will pick up the tempo themselves and the drill will be a success. This drill is best when it is used as a group drill, and a good stopping point is when the boys are "ready" both mentally and physically.

> Succession Drill (Illustration 12)

This is a very good conditioning drill. It enables the coach to pick out the boy's weaknesses in the various blocks. Three bags should be placed one behind the other, approximately ten yards apart. The coach may have

as many groups of these bags as he can handle — three or four is usually sufficient.

Explanation of the Drill

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One boy holds each bag. The other boys line up, one behind the other, five yards away from the first bag. Any type of block may be used in this drill, but for the purpose of explanation we will use the shoulder block, right and left, and head-on tackle.

To start the drill, the first boy in each line should be in a three-point stance. When the first whistle is blown the boys charge forward hitting the first bag with a right shoulder block. They drive until the whistle is blown. At this point they charge at the second bag hitting it with their left shoulder, again driving with their left shoulder until the whistle is blown. The last maneuver is a head-on tackle at the last bag.

When the whistle is blown for the fourth time all boys rotate. The boys all move up a bag. The boy that was holding the first bag goes to the end of the line and awaits his turn to block and tackle.

This drill should be used when the boys feel lazy and need a little lift.

#### Defensive Charge Drill

This drill has two purposes: (1) it enables the boys to develop a good defensive charge.

(2) it enables them to get work against a two-timing situation.

Two bags should be lined up as offensive linemen — one man holding each bag, tilting it forward at a 45-degree angle.

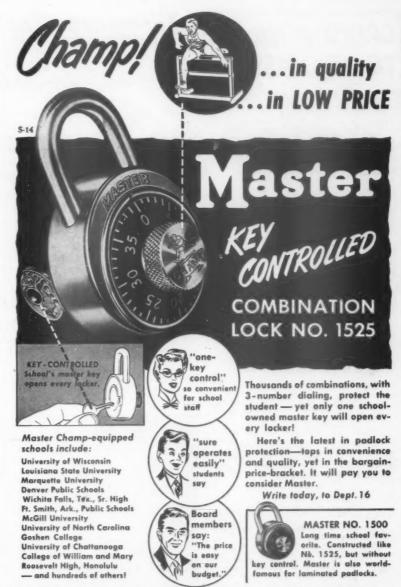
Explanation of the Drill

At the snap of the ball (have manager snap ball) the player should charge the dummy in front of him with his right shoulder. At the same time his right forearm forcibly contacts the dummy with a lifting motion. The boy should step simultaneously with his right leg to consolidate the ground gained.

At this time the second dummy is driven hard into his left side. He should contact the second dummy with his left forearm and left shoulder and drive into it, stepping with his left foot.

His full charge is now directed against the second dummy.

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# **Techniques for Filming Football**

By LOU KELLMAN

Chief Photographer, Philadelphia News Reel Laboratory

THE simplest rule for filming foot-ball is to give the coach what he wants, even though what the coach wants, may, and usually does, run counter to the established precepts of conventional motion-picture

Where football films are concerned. no coach, is interested in esthetics. Because information and not art is the goal, such films have their own techniques. The familiar mixture of long shots with medium shots or close-ups is out of place. The coach wants each frame to show a sufficient field of play so that the actions of all or most of the 22 players

may be studied in detail. A close-up of a bone-crushing tackle may be dramatic to the layman, but the coach is often less interested in the tackle itself than in who missed the block that let the tackler through.

Even among coaches themselves, there may be disagreement regarding the ideal methods of filming a game. Some coaches wish the cameraman to show all the players as they line up. Others, seeking a larger image, prefer that the picture include the offensive team with only the defensive line and the linebackers. Again, some coaches wish to have the ballcarrier centered in the picture area

These pictures illustrate the relative size of the projected screen image when the play shifts from A to B as shown in the diagram. The illustrations on this page show how, when using the 1" the image size decreases rapidly when the play shifts from A to B. The illustrations on page 75 show how, when using the 2" lens, the image size remains more nearly constant when the play shifts from A to B.





while others stoutly maintain that the cameraman should lead the runner. Similar differences of opinion exist where passing plays are concerned; how long, the cameraman must ask, should he remain focused on the passer before switching downfield to pick up the pass pattern and receivers?

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Because of such differences, coach and cameraman should sit down together before the season's opening, study a number of coaching films, and talk out their mutual problems. The cameraman must know what the coach wants in his pictures. The coach must know the limitations of the camera. Agreement should be reached on the general methods the cameraman is to follow, on the speed in frames per second at which the pictures will be taken, and the cameraman should be given a chance to become familiar with the coach's offense. It may be a tribute to a team's

is at the far sideline.

sideline.

deception when the cameraman is fooled by a fake, but his pictures when this occurs will be of little use to the coach.

Not only is the cameraman asked to cover a comparatively wide field of view but he is also expected to provide as large a screen image as possible while maintaining such coverage. As a result, the choice of the proper lens is extremely important; and since the field covered by a lens varies with the distance from camera to subject, the lens needed for such coverage varies from one playing field to another. At Pennsylvania's Franklin Field the cameraman finds himself virtually on top of the sidelines looking down on the players. At the Yale Bowl he's a pass and two long runs away from the nearer side of the field.

This means that the professional cameraman must carry a full set of





The advantage of using lenses of longer focal lengths well back from the sidelines is illustrated in the diagram. Both lenses cover the minimum field when play is at the near sideline, but the wider angle of the 1" lens results in a smaller screen image when play

This is the field of the 1" lens 20 yards from the

This is the field of the 2" lens 50 yards from the





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Given a choice of location, however, the cameraman should be as far from the sidelines and as high above the playing field as possible. The advantage of shooting down on the play is quickly understood if one considers the obvious disadvantage of shooting at ground level where one or two players may block the view of all the additional players beyond them. The advantage of shooting from as far back as possible is perhaps less clearly understood. It rests on a simple principle of optics and is apparent from Diagram 1.

To include the offensive team and the defensive line and its linebackers, the camera lens must cover a field approximately 10 yards in width. To obtain this minimal field when shooting as close as 20 yards from the sideline, a one-inch lens is needed if the play is on the near side of the field. However, when the play is on the far side of the field, this same lens at this distance covers a field just under 30 yards wide. This results in a great reduction in the apparent size of the players when the films are projected for study.

L OU KELLMAN made his first football motion pictures 27 years ago for the late Lou Young. That was in 1923, the year in which 16 mm. motion picture equipment was first used . Today he and his staff at Philadelphia's News Reel Laboratory film as many as 22 games each week-end.

It is possible, however, to cover the same area at the near sideline, using a two-inch lens when the camera is located 50 yards from the edge of the field (Diagram 1). This lens covers a much smaller field at the far sideline than the one-inch lens. As a result, image size is maintained more nearly constant in projection.

from well back is that the greater the distance from the object, the greater the "depth of field." This is a photographic term used to describe the area in which objects are in sharp focus. Since depth of field is affected not only by the camera-to-subject distance, but also by the lens aperture used, this factor may be of very great importance when shooting in color or at night, where lenses are used wide

Most coaches prefer films shot at 32 frames per second since these slow down the play to half-speed when projected at 16 frames per second. Generally speaking, this speed is standard in taking football movies. A few coaches, to be sure, may prefer pictures taken at 48 frames per second and many more like to go to 64 frames per second whenever the play moves inside the 10-yard line. This latter speed, with its exaggerated slowdown, helps in analyzing the bunched play characteristic of goal line stands. While some coaches use 24 frames per second, this is generally justified only for night football games. The savings in film stock resulting from shooting at 24 frames instead of 32 usually are not worth the sacrifice

involved in the loss of information. Regardless of taking speed, how-

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ever, modern camera lenses and fast black-and-white film will insure, in almost every case, good exposure under adverse weather conditions and under artificial illumination. Generally, where night games are filmed, some experimentation may be advisable to determine exposure for all sections of the field.

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Insofar as equipment is concerned, experience indicates the use of a rollfilm, 16mm. camera, designed to accept interchangeable lenses and having a turret so that the cameraman may switch quickly from one lens to another. At least two lenses, and preferably three, will be needed with the camera. A solid tripod is a must. My own staff invariably uses the Cine-Kodak Special, with 200-foot film chambers and a heavy tripod. We probably have a wider choice of lenses than a school owning its own equipment would need because of the widely varying conditions under which we work. Similarly, much of our shooting is done on negative film since our laboratories have full facilities for printing and processing blackand-white raw stock. Again, the individual school presumably will prefer to use a reversal film, such as Kodak Super-XX or Super-XX, particularly since coaching movies now rate priority processing service from the film manufacturer's laboratories.

The cameraman must be wholly familiar with whatever equipment is used and be able to use it instinctively. Football is a fast, exciting game. The cameraman, figuratively and literally, must be "on the ball." A novice who has to stop and think concerning his focus or exposure is as great a liability behind the lens as a partisan junior assistant manager who forgets to follow the play in his excitement when the home team's halfback breaks loose for a touchdown play.

In addition to knowing his camera a good cameraman must also have an instinctive feeling for the game if he's to get good coaching movies. Many films fall somewhat short of perfection because the cameraman starts too late or stops too soon on the plays. In filming a T-formation offense, it's wise to start the camera grinding when the quarterback goes down into position to take the ball. With a single wing offense, there's no such sure signal; it's necessary to start filming one to two seconds after the team comes out of the huddle and lines up.

Often a novice may pull off the line too quickly in his eagerness to follow the ball. Since offensive line play will be studied, this can be a



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fatal error. The man at the lens must always remember that it's easy to catch the ball — the camera needs only to be turned slightly to shift the field covered by several yards.

Just as the camera should be started two to three seconds before the play, it should continue to run for several seconds after each play. Where a penalty is called, the cameraman should pick up the official's signal. By the same token, it's always wise to photograph the scoreboard after each score.

No arbitrary set of rules can assure good football films. Experience here, as in any pursuit, is a major consideration. The coach and cameraman can work out patterns for their pictures which will produce results. Given an unbeaten season, the coach may even admit that the cameraman did a fair job of filming his team.

# **Conditioning the Knee**

(Continued from page 6)

knees flexed at 120-degree-angle. An assistant straddles one of the person's thighs just below his hip and faces his feet. With both hands the assistant firmly grasps the ankle of the

leg he is sitting on. He then applies resistance to the ankle as he extends it until the foot touches the ground. The assistant then applies resistance to the ankle as he flexes the leg to 120°. The same exercise is repeated with the other leg. Purpose: To strengthen the flexors and extensors of the knee.

IV. Gastrocnemius Stretcher: Position: Start is made from a sitting position with legs comfortably spread and resting flat on ground. The person reaches forward and grasps his ankles without bending his legs. From this position he pulls back on his toes and at same time extends his heels. The knees are kept straight throughout the exercise. The person returns to the starting position and repeats. Purpose: To stretch a flexor of the knee (Gastrocnemius).

V. Gastrocnemius Strengthener: Position: Start is made from a standing position with the feet comfortably spread and the hands on the hips. From this position the person raises up on his toes, getting his feet as high off the ground as possible. He then returns to the starting position and repeats the cycle. Purpose: To strengthen a flexor of the knee (Gastrocnemius).

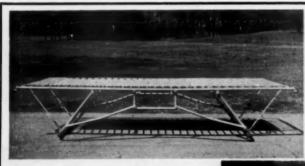
There are, of course, other exer-

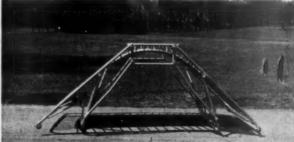
cises that will contribute toward conditioning the muscles involved at the knee joint. Our philosophy is to earmark certain exercises for specific areas of conditioning. With this in mind, we feel that our direct attack on the knee, together with supplementary assistance from exercises designed to strengthen other body parts, have helped reduce our football knee injuries considerably.

# The Split-T

(Continued from page 40)

The counter play to go with the three plays above is a cross-buck. Again the idea of "forward motion" is employed. On the counter play the quarterback fakes to the half-back and then gives to the fullback down the middle (Diagram 4). In this play the quarterback's first step is the same as in the hand-off play when he moved forward. His second step is in the same direction but shorter. At the end of the second step he makes a pivot and a half so that as he moves toward the fullback he actually gains ground before handing the ball off. This follows the idea of "forward motion" as the fullback can play closer to the line than usual





# 2 SECONDS SET UP



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UERNIER MANUFACTURING CO. 910 THIRD AVE. S. W. — CEDAR RAPIDS, IA. and adds to the speed of the play. In all of the plays then there is never movement backward from the line, but rather an effort to keep the ball on the line of scrimmage.

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# Don't Forget Main St.

(Continued from page 42)

a success. Ideas and ingenious devices may be offered by faculty members and other interested persons.

The local sporting goods dealers are usually willing to loan equipment for a window display. Amateur photographers and newspaper offices are a source of enlarged plossy pictures.

A window display will have achieved its purpose when people stop and look.

# Sideline Markers

(Continued from page 54)

up along the football field, they helped to dress up and add to the field's appearance. Third, they were visible from all angles. The black 12-inch numbers could be seen from both our east and west stadiums with ease. The numbers can be seen from the side as well as from the front and back. The visibility feature not only aids the spectator but also is an advantage to the players and coaches on the benches.

# Whirlpool Bath

(Continued from page 54)

of any part of the body.

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# Illinois Backfield Play

(Continued from page 13)

elusive back a chance to get away.

We spend much time on faking and ball-handling. On our quick plays we feel that the halfback should go into the line without looking at the ball and the quarterback must give it to the halfback. It is the quarterback's responsibility and we also feel that the back looking straight ahead at the defense can pick his opening better if he does not have to worry about getting the ball.

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Each night we spend at least a half hour on just ball-handling. We start with the quarterback taking the ball from the center, doing a reverse pivot, always stressing speed in getting around. We pull guards on many plays and the quarterback has to clear for the guard to get across between him and the center. We then give him one back, working only with the quick-opening plays, and he will spend several minutes handing off to this one back going into the line. Then we add the full backfield and work on all the plays, especially the ones that depend very definitely on good faking, which is most of them. We insist that the quarterback, (on the wide end run) make a good fake to the boy going into the line and even go so far as to follow him with his eyes and cover up the ball. This, of course, takes much practice.

We like to have the offensive backs play only on offense, but in some cases they must double up and play some defense, which means they must practice their defense, pass defense and footwork. We spend much time working on footwork in covering a man going down the field. Each night we use a one-on-one proposition and try to teach the defensive

back how to cover a man without getting his feet all tangled up. If a back is playing both offense and defense it is hard to find time to give him enough work on faking and ballhandling because of the time he must spend on his defensive fundamentals. Also, if he plays defense he must practice his tackling as we want our defensive men to be good tacklers. Thus we double up as little as possible. Inasmuch as the offensive backs are in there when we punt, we try to teach the boys how to block a tackle or end who is coming in to try and block a punt. What I am trying to bring out here are the reasons we like to have offensive backs play just offense since they have to spend so much time on their faking in order to make the offense click. We naturally don't like to use a good ball-carrier on defense where he is wide open for blocks by offensive men coming down the field at all

The first play, sequence pictures series A, is a trap up the center and I believe is one of the most important plays that we have. This play, it worked correctly, will gain a lot of ground and also will set up the outside play with the same action. The quarterback receives the ball from

center, doing a reverse pivot, keeping the ball in close to his body, again turns and makes a fake to throw the ball wide to the fullback who has cut directly right towards the sidelines. The fullback reaches his hands as though he is receiving the ball from the quarterback. The quarterback then brings the ball back to give to the left halfback who has cut one step to the right and then goes directly over center.

As the quarterback brings the ball back he gives it to the left halfback on his right hip, putting it right in his hands. As he gives the ball and after he has given the ball he looks at him going into the line (See illustrations). After giving the ball, the quarterback goes back and fakes a forward pass, dropping straight back behind the center. The right half cuts directly at the end as though he were going to block the end and then cuts on by and goes downfield for secondary blocking. The fullback, as was stated, starts directly toward the sideline to his right, reaches for the ball, then relaxes and goes on down the field for blocking downfield.

In the second play, sequence pictures series B, there is the same action as on the trap play by the left halfback. The quarterback does exactly

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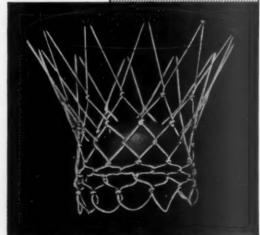
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the same as he did on the preceding play, the trap. As he fakes to give the ball to the left halfback he puts the ball right in his hands, brings it out, then watches the halfback going into the line as though it were the same trap play as before. Then the quarterback turns and laterals the ball out to the fullback with both hands. We feel that it is a little surer to lateral with two hands, that it does not take quite as much time and that there is less danger of a lineman breaking through and hitting the ball. Consequently we ask the quarterback to lateral with both hands to the fullback, shooting an end-overend pass that is easy to handle. On this play, which is the end run by the fullback wide, the left halfback takes exactly the same course as he did on the trap play, stepping to the right with a half step, going over center, dropping the shoulder, covering up well and driving right over center. The fullback starts, reaches for the ball, relaxes as though the play is going up center and slows down. Then, as the ball comes to him, he starts again and sweeps the end. This is rather a hard pass for the fullback to receive and he must keep his eye on the ball until it is actually in his hands. The right halfback starts toward the end as though he were going to block him, as he did on the trap play, then slows up, almost stands still, relaxes, and, as the ball is pitched to the fullback, puts his block on the end. The quarterback goes back and fakes a pass. As an alternative, a few pass plays may easily be set up from this.

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The third play, sequence pictures series C, is a quick-opening play. In this play the ball is going to the right halfback. The quarterback receives the ball from center and, with the snap, the right halfback takes off his mark, going straight ahead and looking straight ahead. We feel he should look into the line and not at the ball, although this is sometimes hard to get the boys to do. By looking straight ahead he is better able to pick his opening. The quarterback, as he receives the ball, turns on his right foot and then steps over with his left foot, keeping the ball in close to his body as the halfback approaches the line. I say line because we want the quarterback to go close to the line as he travels out and when he gives the ball he is practically at the line of scrimmage. The quarter-back carries the ball in both hands, but at the instant of exchange he gives the ball with his left hand, withdrawing his right hand. We feel that if he keeps both hands on the



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ball as he gives it there will be a fumble, so we ask him to give it with the left hand.

After giving the ball he continues straight out and fakes a pass to his left half who has cut straight out toward the sideline, faking an end run. The right half should carry his hands on the left side of his body. We ask him to drag the hand that is close to the ball, putting it back a little on his hip so that he won't have as great a tendency to grab for the ball as it is given him. This, again, is hard to do because many boys wish to reach for the ball. In this exchange the burden of giving the ball to the halfback is on the quarterback. It is his duty to put it in the halfback's hands.

In the fourth play, sequence pictures series D, which is a delayed offtackle play, the backs line up the same as they did for the quick-opening play. This is about 4 to 41/2 yards back from the line of scrimmage, well spread. We feel that the halfbacks should not crowd the fullback. If they get too close to the fullback they are unable to move with full speed laterally and also we find that it cuts down their ability to fake well, so we ask them to be spread a good 2 to 21/2 yards from the fullback. On this play the left halfback does what we call a "stutter," taking a slight step to the left with his left foot and not moving forward at all because he has to allow the other two backs to pass in front of him. The quarterback receives the ball from center and does a reverse pivot, keeping the ball in close to his body in order to cover it up. The fullback cuts off tackle in front of the left halfback and fakes

R ALPH FLETCHER attended the University of Illinois where he played halfback on the teams of 1918, '19, '20. He began coaching at West Aurora, Illinois, High School in 1920 and coached at Waukegan and Glen Ellyn before returning to Illinois in 1939 as freshman coach. He became varsity backfield coach in 1942.

as though he is going out to block the end. The right halfback cuts behind the fullback who is also in front of the left halfback and fakes to take the ball from the quarterback, keeping his hands in this case on his right hip. As he goes through, he ducks his right shoulder, carrying out the fake as though he had the ball.

In the meantime the left halfback, having stuttered long enough for these boys to pass in front of him, now comes at full speed, receiving the ball from the quarterback. He carries his hands on his left hip because that is the side the ball is coming from and ducks the left shoulder as he reaches the ball. The quarterback then continues straight back, covering up as though he has the ball, stops and fakes a forward pass. We feel that this is a very good delayed off-tackle play because it has good faking behind the right half and also a good forward pass play may be worked from the same action.

I have outlined four plays that we have used and feel that they are an important part of our offense each

Illinoic End Dla

(Continued from page 18)

perience that the majority of tackles use this particular type of defensive play against our T formation, so I think it is fair to say that this is the block most often used by our ends. As in the reverse head-and-shoulder block, the head must be driven in snugly to the body of the defensive tackle. The follow-through is the same and it is even more important that the man remain in an on-balance position after contact because this



type of tackle will try to work several stunts. None of these tactics will work against the end who is on balance and can stay on his feet and keep his shoulder in contact with the defensive man, regardless of where he goes. We set up an artificial drill in which the tackles are instructed to crack our ends and work any of their tricks. With determination and concentration our ends can stay on their feet and keep their shoulders in contact with the tackles, regardless of what their tactics are.

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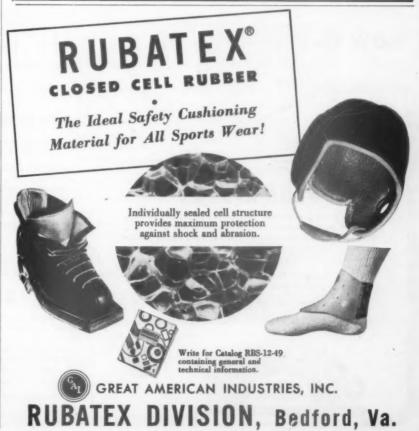
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When using a near shoulder block the end must be particularly careful to get a good solid shoulder contact and work his body around in such a position that he will always be between the tackle and the ball-carrier (Sequence pictures - Series E). If this is done it makes it very difficult for the tackle to hit and slide into the off-tackle area and stop the play for no gain. If the tackle is successful in sliding at all he should be made to give some ground, which of course is yardage gained as far as the tackle is concerned. We feel that with the type of tackle who hits and spins we cannot prevent his spinning but our end can, by staying on his feet and applying pressure to the tackle, make him spin down the field in the direction we wish him to go, which again insures a gain as far as the tackle is concerned. This is the block which we work on most because it is the type of defensive play that we encounter most frequently.

When we meet a tackle who is playing directly in front and we wish to take him in, we teach our end to take a short step out and forward with the outside foot and hook the tackle with the opposite shoulder. This will be recognized as a simple one-on-one shoulder block used by all teams who employ the T formation. For clarification we will use the right end who is trying to take the left tackle in on an off-tackle play. His first step is forward and out with the right foot. He hooks the tackle with his left shoulder and forearm and then applies the follow-through to his block. On an off-tackle play our end has the option of taking the tackle in or out as long as he is plaving head on.

The only other type of block which we use on the line of scrimmage is the reverse body-block. We use this block only as a change of pace because we do not feel that it is an effective block if used consistently. We emphasize the shoulder blocking because we feel that it is more aggressive but we do feel that there is a place for the reverse body-





block. This block is only applied when the offensive man has an angle on the defensive man he is going to block. Our ends use this block very effectively against the tackle who takes one step into the end and expects to stop the end's offensive charge on the line of scrimmage and then react to the play. When a tac-kle is employing this type of defen-sive maneuver he is slightly off bal-ance on his first step. We feel that if the reverse body-block is thrown as a change of pace, it will often catch this type of tackle off guard and tie him up very effectively. The important point to remember about the reverse body-block is the necessity for speed. The same principles should be used in applying this block as in the regular shoulder block, which means that as the ball-carrier advances, the end should keep himself between the defensive tackle and the ball-carrier.

In the system of play used at the University of Illinois, our ends are frequently required to go downfield and block linebackers, halfbacks and safety men. Almost without exception we feel that it is desirable in these instances to use what we refer to as the running shoulder block. The end is required to use the same fast start

by lunging his shoulders forward and running until he has the desired position on the defensive man. At this point he slows up and comes to an on-balance position with his feet wide apart, using short, choppy strides. Just before the point of contact, the shoulder is dipped in order to get additional punch to the block. Contact is made with the forearm and shoulder and the blocker remains on his feet just the same as described before. As a matter of fact, we feel that it would be desirable if every blocker would be on his feet at the completion of every offensive play. The end is told that even though he may partially miss his block, as long as he remains on his feet he can be used as a dodging post whereas if he makes a desperate effort to make contact in full stride he will go to the ground where he can serve only as a stumbling block.

We tell each end to use the running body block only in the event that he is in no position to use the running shoulder block. In applying the running body block we tell the ends to stay on their feet until they actually make contact with the opponent. In this way we avoid the thing that one sees so many times when some man goes down the field and, in an

attempt to throw a body block, hits the ground several feet in front of the man he is trying to block and never interferes with him in the least. We emphasize the fact that the block should be thrown through the man's body rather than at it. In this way we feel that the worst that can happen is that our man will make contact before going to the ground.

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#### Pass Receiving

We feel that in order for a boy to be fundamentally sound as a pass-receiver he must be the type of boy who can run fairly fast and yet remain relaxed. This very important point is stressed from the first day in various kinds of drills. Regardless of what we are trying to accomplish, as long as the drill consists of running we insist that our pass-receivers run with a long, loose, free, easy, rhythmical stride.

The next fundamental which we feel is important as far as actually catching the ball is concerned, is keeping the eyes on the ball. Regardless of what the receiver's objective is down the field, we feel that as soon as the pass is thrown the receiver should be looking at the passer and should watch the ball all the time



it is in flight. If this fundamental is adhered to, the receiver will often be able to detect a badly thrown ball and make adjustments which will allow him to catch it. We adopt a little general rule which says that when the pass-receiver is running parallel with the passer and the ball is thrown even with or behind him, the ball should be caught by making a back pivot rather than by continuing in the same direction and attempting to reach back for the ball.

Next, we insist that the ball be caught with the hands. Actually what we mean by catching a ball with the hands is catching it with the fingers. We feel that a ball has been improperly caught when it makes the familiar thud which results from the ball's hitting the palm or the heels of the hand. It is our opinion that if the ball is properly caught with the fingertips it will make more of a swish-

ing sound than a thud.

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Like all football teams, we try to teach our ends several stunts which help them get into the open. The first stunt we teach is what we refer to as the "hook pass." This is a sim-ple maneuver where the end leaves the line of scrimmage in full stride running directly at the halfback. As soon as the end has reached a distance about eight yards down the field he is told to plant his outside foot firmly to the ground and turn to the outside, facing the passer. This pass should be timed so that as soon as the end is facing the passer, the ball is on its way and should be thrown about chest high. If the end will take a wide stance in a semi-crouch position like the pivot man in basketball, it is virtually impossible to break up this pass from behind. Naturally some action must take place in the backfield to engage the attention of the linebackers or the play will not be successful.

The sequel to this maneuver is what we refer to as the "hook and go" (Sequence pictures, series F and G). The end does exactly the same as he does on the hook pass and just as he completes his pivot and faces the passer, the passer makes a deliberate fake just as though he were going to throw the ball. As the halfback comes up in an attempt to break up the pass, the end spins out of his hook position and continues down the field.

Our last stunt is the one most commonly used. In this maneuver our end goes straight toward the halfback and does what we refer to as a 'wrinkle" in one direction and goes in the other. This wrinkle is nothing more than a fake to change direction.

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## **NEW ITEMS**

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THE latest in track shoes, the NST manufactured by Spot-Bilt, Inc., offers several new features. One is a specially woven Nylon reinforcement strip, running from the toe to the heel, that prevents stretching and maintains a perfect, snug fit around the heel for the life of the shoe. Another is the new sole construction with no exposed stitching around the sole. The stitching is covered by a specially tanned sole. The NST is available with both kangaroo and cowhide uppers, in full sole or split-shank construction.

A THLETES and trainers alike will welcome the new-formula QUIT, a painless adhesive tape remover which releases the surface tension between the skin and the tape. There is no gummy residue and the underside of the tape is slick when removed. QUIT may be used effectively on single-layer or multi-layer tapings and is packaged in modern "squeeze" bottles which are almost indestructible. These bottles have a spout which permits drop-by-drop or spray applications. For further information write: Louis Means, Patron Chemical Corp., 8506 Sunset Blvd., Los Angeles 46, Calif.





THIS is one of the new diving boards now being manufactured by the American Playground Device Company, Anderson, Indiana. It is solid laminated, constructed only of top grades of old growth Douglas fir. The laminated sections are matched and permanently welded together by an exclusive process which employs a special glue and machine glueing under heat and pressure. The boards are then treated with a special sealant to assure flexibility and resiliency and are prime coated and finished with two coats of Johnson's Wax-O-Namel.

THIS scoreboard, Model MT-66, has a new timing feature in that the seconds are shown by the hand on the dial. The minutes remaining to be played are shown in red in the center of the clock and change automatically. The clock face turns red during the final minute of each period. The clock can be set for any number of minutes from 1 to 20 and can even be used for time-out periods if so desired. Manufactured by the Nevco Scoreboard Company, Greenville, Illinois.



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A NEW revolutionary handgrip for the protection of gymnasts' hands has been developed by the Gymnastic Supply Co. of San Pedro, Calif. This grip gives hands relief from blisters and callouses and makes it possible for gymnasts to work out longer because hands are kept cooler. It is made of heavy but supple leather and is reinforced with stitching and non-slip canvas. The wrist strap has a heavy-duty buckle and is made of durable webbing. These are available through the Gymnastic Supply Co.

A NEW line of table tennis tables featuring topgrade plywood tops accurately sanded and bonded to the frame with resin glue, are being offered by the Brinktun Company, St. Paul, Minnesota. The tables are finished in green lacquer to give a satin finish and court lines are accurately striped in white enamel. The tables are available in three models: Champion—designed for institutional usage; Flight—for maximum quality for home use; and two economy tables, unpainted and knocked down for those who wish to save finishing costs.



In teaching this fundamental maneuver we ask our boys to walk down the field in the direction of the halfback and cut to the right or left. They are told to study their every movement so that they will be able to do exactly the same when they make their wrinkle or fake.

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#### **Covering Punts**

The last point to be discussed from the standpoint of offensive end play is the covering of punts. When the end has completed his task on the line of scrimmage, he starts straight down the field. As soon as possible after he has heard the punter kick the ball he must determine the direction of the flight of the ball. This can be done either by taking a look or watching the safety man. Of course the important thing is that the end should not be looking for the direction of the flight of the ball at the time a defensive halfback is ready to throw a block at him. About the silliest thing that can happen on the football field is for an end to be knocked off his feet while going down the field for a punt. The end has every weapon at his disposal for avoiding contact that a ball-carrier has, yet he does not have the disadvantage of having the ball in his hands. We often take time out and teach our boys the techniques that a ball-carrier has for avoiding tacklers. This not only helps them gain additional ground after catching a pass, but also helps them in avoiding blockers while going down the field on a punt.

The end should remember that he should always cover the punt from the outside in and that it is his definite responsibility to see that his team is not flanked by the safety man. The last and most important thing for the end to remember is that when he is running in full stride he is in the most off-balance position in football. The end should be told that when he gets within 4 or 5 yards of the safety man, he must slow down and get on balance so that he will be in a position to make the tackle (Sequence pictures, series H). The end should remain aggressive and go in to make the tackle as hard as possible when it is certain that he can-

not miss.

## SIX-MAN FOOTBALL MAGAZINE

Write Direct For Free Folder
C. J. O'Connor,
Boys' Latin School
1812 BREVARD ST. BALTIMORE 1, MD.

## Football At Illinois

(Continued from page 20)

would find an article or two that would be of ben-

efit in regard to their offense.

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What, then, has prompted this new concept? The answers are several. First, is the realization that 1500 to 2000 words is hardly ample for any coach to describe his offense in sufficient detail. Secondly, is the fact that all phases of offensive play should be discussed, such as line, backfield and end play as well as the co-ordination of all of these into the over-all offense. Lastly, is the realization by the coaches themselves that all phases of a particular offense should be covered as witnessed by the growing trend in coaching schools to offer as instructors not only the head coach but several of his assistants as well.

Should this type of coverage appeal to our readers, we will continue it in the future. We would appreciate hearing whether the coaches like this new concept, or whether they prefer the former system. Let us know your feelings on the matter, and if you prefer a continuation of the idea carried out in this issue, advise us what offenses you would

like to see covered.

# A Fallacy of Education

WE HAVE always been amazed to note the care devoted to the grounds along the fronts of school buildings and the utter lack of same to the athletic fields. Numerous schools have stringent regulations about walking on these luxuriant front lawns and yet do nothing about the hard-packed, weed-infested, stone-littered athletic fields.

The old argument that "our athletic fields get such hard usage that we just can't get grass to grow" is only an excuse and contains little if any truth. A statement that is nearer the truth would be "our athletic fields get such little attention that we just can't get grass to grow." In the recent golf tournaments at Tam-O-Shanter something over 100,000 fans trudged over those famous fairways, yet damage, if any, was slight. By proper attention Tam authorities have built a turf that will withstand such heavy usage. Given a good seed to start with, the proper amount of plant food, a program of weed control and ample water, a durable turf can be built that will withstand the roughest use.

It is about time that the taxpayers realize the truth of the saying, "you can't tell a book by its cover." They should look at the back cover also.

It is hoped that schools with poor athletic fields will rectify the situation and at least give the playfields as much attention as the front lawn receives.

# COACHES READY REFERENCE SERVICE COUPON

SEPTEMBER, 1950

As a service to our readers and for their convenience we list here the advertisers appearing in this issue. Many of the concerns offer free booklets and coaching aids. Simply cut along the perforated rule and mail to:

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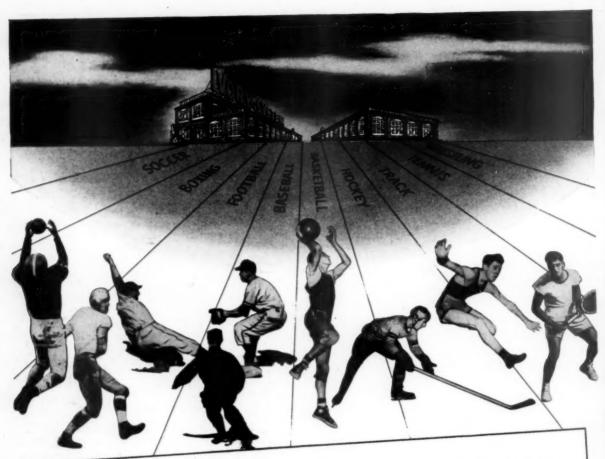
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